

Monday, July 1, 2024

8:00 – 9:00	Registration (Foyer)	
	Workshops	
	SR1	SR2
9:00 - 4:00	Workshop A (sponsored by Center for Applied Linguistics): Measurement approaches to exploring survey ratings and rater effects Stefanie Wind	Workshop B: Coding qualitative verbal protocol data for test validation Andrea Révész

Tuesday, July 2, 2024

8:00 – 9:00	Registration (Foyer)			
	Workshops			
	SR1	UR3	SR2	SR6
9:00 - 4:00	Workshop A (sponsored by Center for Applied Linguistics): Measurement approaches to exploring survey ratings and rater effects Stefanie Wind	Workshop C (sponsored by British Council): Policy Literacy: Exploring Effective Participation for Researchers in Policy Making Joseph Lo Bianco, Mina Patel	Workshop D: Generative AI for content generation and automated scoring: no-code and low-code solutions Alistair Van Moere, Jing Wei	ILTA Exec Meeting
3:00 – 6:00	Registration (Foyer)			
4:30 – 5:30	Newcomers' Session (Location: HS1) Margaret Malone			
5:45 – 6:00	Welcome (Location: Aula)			
6:00 – 7:00	Opening symposium (Location: Aula) Advancing fairness and justice in language testing: Reflecting on Tim McNamara's scholarship Joseph Lo Bianco, Barbara Seidlhofer, Kellie Frost, Ute Knoch, Susy Macqueen, Jason Fan, Elana Shohamy			
7:00	Welcome Reception (sponsored by Duolingo English Test)			

Wednesday, July 3, 2024

8:00 - 8:30	Registration (Foyer)				
8:30 - 8:50	<p align="center"><i>Welcome and Opening Remarks</i></p> <p align="center">Location: Aula</p>				
9:00 - 10:30	Parallel Session 1				
	Aula	HS1	HS2	HS3	UR3
09:00 - 09:30	<p>Multimodal EAP assessment reconceptualised</p> <p>Sathena Chan, Nahal Khabbazbashi, Tony Clark</p>	<p>The sound of one hand clapping: what monologues can tell us about interactional competence</p> <p>Carsten Roever, Naoki Ikeda</p>	<p>Reducing language barriers and improving diversity and inclusion in participant recruitment to randomized trials: A role for language assessment</p> <p>Talia Isaacs, Andrea Vaughan, Eva Burnett, Zsofia Demjen, Marie-Anne Durand, Kate Gillies, Kamlesh Khunti, Jamie Murdoch, Nuru Noor, Leila Rooshenas, Frances Shiely, Harpreet Sood, Fiona Stevenson, Matt Sydes, Shaun Treweek, Katie Biggs</p>	<p>An eye-tracking study of response processes on C-test items in the Duolingo English Test</p> <p>Ruslan Suvorov</p>	<p>Clarifying Links Between Actionable Feedforward and Remediation in Diagnostic Language Assessment: Insights from Medical and Dynamic Assessment</p> <p>Yong-Won Lee</p>
9:30 - 10:00	<p>Multimodality: a new construct in writing assessment</p> <p>Duygu Candarli</p>	<p>Human- versus artificial-intelligence-based role-play tasks for the assessment of interactional competence: An applied conversation analytic study.</p> <p>Masaki Eguchi, Kotaro Takizawa, Fuma Kurata, Mao Saeki, Yoichi Matsuyama</p>	<p>Exploring the language and communication demands of early childhood and school teachers in Australia: Implications for language assessment for teacher registration</p> <p>Xiaoxiao Kong</p>	<p>Young EFL learners' cognitive processes of taking digitalized picture-based causal explanation speaking tasks: Linking eye gaze with speech production</p> <p>Wenjun (Elyse) Ding, Guoxing Yu</p>	<p>Implementing Formative Assessment in the Chinese University EFL Classroom: Understanding Students' Perceptions</p> <p>Qiaozhen Yan, Xiangdong Gu</p>

Wednesday, July 3, 2024 (continued)

9:00 - 10:30	Parallel Session 1 (continued)				
	Aula	HS1	HS2	HS3	UR3
10:00 - 10:30	<p>Processing of multimodal input – Towards a more comprehensive definition of integrated writing assessment</p> <p>Sonja Zimmermann</p>	<p>Exploring the Potential of Conversational AI for Assessing Second Language Oral Proficiency</p> <p>Yasin Karatay, Jing Xu</p>	<p>Assessing the language proficiency of internationally-graduated professionals: The intended vs. actual interpretations</p> <p>Shahzad Saif</p>	<p>Young EFL Students' Writing Performance: Patterns by CEFR Levels and Task Types</p> <p>Mikyung Kim Wolf, Michael Suhan</p>	<p>Reforming teacher education to enhance language assessment literacy: New insights from pre-service teachers' reflections</p> <p>Armin Berger, Helen Heaney</p>
10:30 - 11:00	Coffee Break (sponsored by Metametrics)				
11:00 - 12:10	<p>Alan Davies Lecture (Sponsored by British Council): Experimenting with Uncertainty, Advancing Social Justice: Placing Equity, Diversity, Inclusion and Access Centre Stage</p> <p>Lynda Taylor Location: Aula</p>				
12:10 - 1:30	Networking Lunch (sponsored by Pearson)				
1:30 - 3:00	Works-in-progress				
	Kaiser-Leopold-Saal		Madonnensaal		
	<p>1. AI for dynamic and diagnostic assessment: Automatic task design and mediation to support development of L2 English reading and writing</p> <p>Ari Huhta, Dmitri Leontjev, Roman Yangarber, Matthew Poehner</p> <p>2. Diagnosing Chinese EFL Learners' Speaking Proficiency: A Machine Learning-Based Cognitive Diagnostic Modeling Approach</p> <p>Shuting Zhang, Lianzhen He</p> <p>3. Process and Product in Diagnostic Assessment of Writing: What Do Experts See?</p> <p>Michelle Czajkowski</p>		<p>11. What Inferences can we Draw from Scores on Paired Discussion Tasks Delivered Through Spoken Dialog Systems? A Study on Construct-Relevant and -Irrelevant Factors</p> <p>Nazlinur Gokturk, Evgeny Chukharev</p> <p>12. AI-Supported Automated Scoring of Constructed Response Tasks for Second-Language Academic Reading Proficiency Assessment</p> <p>Ahmet Dursun, Marcello Gecchele</p> <p>13. Developing a scenario-based test to assess the language assessment knowledge of EFL teachers in Chile</p> <p>Salomé Villa Larenas</p>		

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| <p>4. Exploring English writing proficiency among 15-year-old students in Sweden
Eva Olsson, Linda Borger, Sofie Johansson</p> <p>5. The Role of L1 in L2 Models Adopted to Assess L2 Learners' Writing Quality
Ping-Yu Huang</p> <p>6. A Mixed-Methods Investigation into Raters' Perceptions and Challenges about Rating Prosodic Features
Meng-Hsun Lee</p> <p>7. Building a corpus of academic writing in EMI contexts: Exploring applications for language assessment
Dana Gablasova, Luke Harding, Raffaella Bottini, Hoashan Ren, Vaclav Brezina</p> <p>8. Accommodations in listening assessment: Exploring the effect of self-paced listening on test scores and anxiety of learners with differing L1 literacy skills
Elisa Guggenbichler</p> <p>9. Exploring the impact of test mode on test takers' turn management in paired discussion tasks
Yaqian Zhang, Yan Jin</p> <p>10. Academic language socialization: Transforming research findings into a self-assessment/diagnostic tool for students and teachers
Heike Neumann, Saskia Van Viegen, Sandra Zappa-Hollman</p> | <p>14. There are C-Tests and C-Tests: Digitalised Formats and Reduced Times - Changed Constructs?
Anastasia Drackert, Anna Timukova, Franziska Möller</p> <p>15. Indigenous Assessment Criteria in a Test of English for Tourism Students: Adopting Pill's (2016) Approach
Gina Ward</p> <p>16. Exploring test takers' experiences with instructions in reading-into-writing tasks
Lies Strobbe, Goedele Vandommele, Sterre Turling</p> <p>17. Validating Prompts and Rubrics in an Office-Hour Role-Play Task – a mixed method approach to local test reformation
Stephen Daniel Looney, Haoshan (Sally) Ren</p> <p>18. ChatGPT versus human raters in integrated writing assessment: Comparing rating performance across test taker levels and rating criteria
Haeyun Jin</p> <p>19. Diagnosing L2 English Academic Reading Ability in the CEFR Context: A CDA Approach
Tugba Elif Toprak Yildiz, Claudia Harsch</p> <p>20. Writing assessment literacy and the factors shaping its development: the case of pre-service and in-service English and French second language secondary school teachers in Quebec
Amira Ben Hmida</p> |
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3:00 -
3:30

Coffee Break (sponsored by Cambridge University Press & Assessment)

Wednesday, July 3, 2024 (continued)

3:30 - 5:30	Parallel Session 2			
	Aula	HS1	HS2	HS3
3:30 - 4:00	Symposium: Cross-continental perspectives on language policies and practices for immigration and citizenship Antony John Kunnan (Chair), Constant Leung (Discussant), Cecilie Carlsen, Lorenzo Rocca, Kellie Frost, Coral Yiwei Qin, Eunice Eunhee Jang, Maryam Wagner, Jeanne Sinclair, Melissa Hunte	Symposium: Applying diagnostic assessment in AI-assisted language learning Lianzhen He (Chair), Xiaoming Xi (Discussant), Shangchao Min, Hongwen Cai, Xunyi Pan, Wenzhi Chen, Liqing Qiao, Min Wang, Huiyang Shen, Zihui Zhang	Cooccurrence of Disfluency Features of L2 Speech across Proficiency Levels in Controlled and Spontaneous Tasks Yulin Pan	Innovating constructs and assessments: The development and investigation of multimodal viewing-to-write tasks Tineke Brunfaut, Judit Kormos
4:00 - 4:30			How reliable were human raters when assessing second language English prosody? A Bayesian meta-analysis Yuanyue Hao	Investigating cognitive strategy use in an intertextual reading-into-writing Summary task through online think-aloud interviews Nathaniel Ingram Owen, Haiyan Xu, Oliver Bigland
4:30 - 5:00			The validation and usability of an L2 Chinese prosody rating scale in three speaking task types Sichang Gao, Mingwei Pan	Source use patterns in integrated writing tasks: The role of discourse synthesis quality and linguistic features Atta Gebriel
5:00 - 5:30			Engagement, emotional valence, and attention: Investigating the impact of facial behavior on speaking test scores John Dylan Burton	Sequence analysis of log data: an application example from a study of integrated writing Ximena Delgado-Osorio, Valeriia Koval, Johannes Hartig, Claudia Harsch
5:30 - 7:00	Special Sessions			
	HS1	HS2	HS3	
5:30 - 6:30	Creatively Engaged and Recharged: A Session for Mid- and Senior-Career Professionals Micheline Chalhoub-Deville, Mikyung Kim Wolf	Navigating the job market Ute Knoch, Antony John Kunnan, Barry O'Sullivan, Paula Winke, Alistair Van Moere	How to be a (good) reviewer Talia Isaacs, Elvis Wagner, Daniel R. Isbell	
6:30 - 7:00	Rainbow Connections (Location: SR 6) Niles Zhao			

Thursday, July 4, 2024

Parallel Session 3					
8:30 - 10:30	Aula	HS1	HS2	HS3	UR3
8:30 - 9:00	<p>Symposium: Open Science in Language Testing: Bridging Academic and Industry Perspectives</p> <p>J. Dylan Burton (Chair/ Discussant), Paula Winke, Jason Fan, Jin Yan, Jieun Kim, Daniel R. Isbell, Spiros Papageorgiou, Karen Dunn, Geoffrey T. LaFlair</p>	<p>Language testers as policymakers</p> <p>Laura Schildt</p>	<p>Construct relevant or irrelevant? The impact of background noise on listening comprehension</p> <p>Xun Yan, Yan Tang</p>	<p>Building an argument for test score interpretation and use for a fully automated online assessment of L2 spoken interaction</p> <p>Yasuyo Sawaki, Yuya Arai, Masaki Eguchi, Shungo Suzuki, Yoichi Matsuyama</p>	<p>Delayed measures of speaking proficiency: Questioning assumptions</p> <p>Anastasia Ulicheva, Sumita Ishaque, Rose Clesham</p>
9:00 - 9:30		<p>A Theory of Action in Working for Social Justice</p> <p>Cecilie Hamnes Carlsen, Lorenzo Rocca, Nick Saville, Graham Seed</p>	<p>Equality, Diversity, and Inclusion in Practice: Candidate Reactions to Global English Accents in a Listening Test</p> <p>Gemma Bellhouse</p>	<p>Automated scoring and validity: Expanding evidence through explainability</p> <p>Sarah R. Hughes</p>	<p>Analyzing Argumentative Skills in Foreign Language Learners: Integrated Task Assessments and Rhetorical Moves Analysis</p> <p>Jorge Luis Beltran Zuniga</p>
9:30 - 10:00		<p>Language and knowledge of society tests for citizenship: implications for vulnerable migrant groups</p> <p>Marieke Vanbuel, Edit Bugge</p>	<p>What makes listening comprehension difficult?: A feature-based machine learning approach to understanding item difficulty</p> <p>Huiying Cai, Ping-Lin Chuang, Yulin Pan, Mingyue Huo, Xun Yan</p>	<p>Evaluating score accuracy for an automated scoring system in a high-stakes writing test</p> <p>Trevor Breakspear, Edmund Jones, Shilin Gao, Trevor Benjamin, Jing Xu</p>	<p>Evaluating General Language Proficiency Speaking Test Assessment Criteria: Evidence From Non-Language Specialists</p> <p>Curtis Gautschi</p>
10:00 - 10:30		<p>The sufficiency question: Construct coverage in test tasks</p> <p>Ute Knoch, Susy Macqueen</p>	<p>The road to understanding in lecture listening: how students integrate auditory and textual information</p> <p>Nicola Latimer, Daniel Lam, Chihiro Inoue, Sathena Chan</p>	<p>Exploring two novel applications of Generative AI in Automated Essay Scoring</p> <p>Jing Wei, Alistair Van Moere, Steve Lattanzio</p>	<p>Conceptualizing and operationalizing the construct of critical thinking in EAP speaking: The development and validation of a rating scale</p> <p>Shengkai Yin</p>
10:30 - 11:00	Coffee Break (sponsored by g.a.s.t)				

Thursday, July 4, 2024 (continued)

11:00 - 12:10	Samuel J. Messick Memorial Lecture (Sponsored by Educational Testing Service) Reimagining validity in accountability testing: Understanding consequences in a social context Micheline Chalhoub-Deville Location: Aula
12:10 - 2:00	Networking Lunch (sponsored by The Language Training and Testing Center (L TTC))
12:30 - 2:00	ILTA ABM Location: HS 3
2:00 - 3:30	Posters
	<p>A Digital Mapping of High Leverage Communicative Practices in School-Age Content-Area Contexts Lynn Shafer Willner</p> <p>A Multifaceted Investigation on the Assessment of French Language Competence of K-12 Teachers in Canada Samira ElAtia, Komla Essiomle, Elissa Corsi, Pierre Rousseau, Danielle Dallaire</p> <p>Augmented Assessment: Shaping EFL Speaking Assessment with Mobile AR Technology Jung-Hee Byun</p> <p>ChatGPT in the Classroom: Pre-Service English Language Teachers' Perspectives on AI Integration in Language Assessment Training Asli Lidice Gokturk-Saglam</p> <p>Computerized Dynamic Reading Assessment as an Enhancer of Reading Development of Students with Lower Proficiency Chansak Siengyen, Punchalee Wasanasomsithi</p> <p>Developing a CEFR-based scale of interactional competence: Insights from preliminary results of a trial rating Kotaro Takizawa, Shungo Suzuki, Yasuyo Sawaki, Masaki Eguchi, Fuma Kurata, Yanping Deng, Akiko Kiyota, Kana Matsumura, Yoko Oi</p> <p>Developing a new writing rubric as part of an exam reform project Mark Derek Chapman, Tanya Bitterman, Heather Elliott</p> <p>Developing an efficient EAP placement test using integrated tasks to assess receptive and productive skills Rebecca Yeager, Alfonso Martinez</p> <p>Evolving Modalities: Exploring Changes in Language Assessment Practices in Higher Education Michelle Reyes Raquel, Simon David Boynton, Wim Vergult, Grace Chang, Anne Hu</p> <p>Examining the Writing Style of ChatGPT using AI-Generated Text Detection Peter Kim</p> <p>Exploring Language Assessment Literacy: What do Taiwanese CLIL teachers need to learn and relearn? Yu-Ting Kao</p> <p>Implementing a Learning-Oriented Academic Reading and Writing Assessment Model at a Tertiary Level in Thailand Punchalee Wasanasomsithi</p> <p>Language testing and assessment academic production in Latin America: a bibliometric analysis Gladys Quevedo</p>

Language testing and language policy change: A case study from Ukraine Karen Jeanette Dunn, Jamie Dunlea, Zhanna Sevastianova, Irina Umbetaliyeva, Martin Murphy

Measuring verbal and non-verbal features of L2 learners' spoken interaction: Rethinking automated speaking assessment Anna von Zansen

Promoting Learners' Inferential Ability in L2 Listening through Dynamic Assessment Xue Geng

Scoring validity of an AI-powered essay-scoring system for a task-based writing test Yoshihito Sugita

Test-Taker Insights in Language Assessment Literacy: The Road Less Travelled Andy Jiahao Liu

The Process and Impact of Streamlining a Placement Test: Factor Analysis and Rasch Modeling in Practice Jieun Kim, Maggie McGehee

The Use of AI to Generate Picture Prompts for Story Writing Tasks Haeun (Hannah) Kim

Unveiling learners' perspectives during speaking disfluencies: Building learners' disfluency profiles across various proficiency levels in OPI assessment
Yu (Joyce) Wu, Qiaona Yu

Using ChatGPT as a tool for automated writing evaluation: impact on syntactic and lexical complexity Bart Deygers, Liisa Buelens, Laura Schildt, Marieke Vanbuel

Virtual Administration of an Oral English Proficiency Test: Procedures, Challenges and Student Perceptions Sharareh Taghizadeh Vahed

3:30 -
4:00

Coffee Break (sponsored by Goethe-Institut)

Thursday, July 4, 2024 (continued)

4:00 - 6:00		Parallel Session 4			
	Aula	HS1	HS2	HS3	UR3
4:00 - 4:30	Symposium: Reforming the Diagnosis of L2 Abilities: The Complementary Contributions of Dynamic and Diagnostic Language Assessment Frameworks	A collaborative approach to examining BESTEP's impact on tertiary EAP in Taiwan Jessica R. W. Wu, Heng-Tsung Danny Huang, Shao-Ting Alan Hung, Anita Chun-Wen Lin, Joyce Shao Chin, Ali Shuhsuan Ke	Aligning Proficiency Level Descriptors with Audiences and Uses: Enhancing Equitable Communication in a K-12 Language Assessment System Lynn Shafer Willner, Margo Gottlieb	Analyzing the Variances in Two Test Administration Modes: Time for a change in the assessment paradigm? Linda Nepivodova, Simona Kalova	Exploring a new method for multi-lingual alignment of language frameworks: Developing a Global Scale for Multiple Languages Using Comparative Judgement Ying Zheng, Booth David
4:30 - 5:00	Dmitri Leontjev, Matthew E. Poehner (Chairs), Claudia Harsch (Discussant), Jie Zhang, Tianyu Qin, Lu Yu, Magdalini Liontou, Ari Huhta, Luke Harding, Tineke Brunfaut, Benjamin Kremmel	Where the Lines are Drawn: A Survey of English Proficiency Test Use in Admissions among U.S. Research-Intensive Universities Nicholas Coney, Daniel Isbell	Investigating score reporting systems and practices: Content and genre analyses of parent versions of standardized language test score reports Monique Yoder	Assessment method reform: Examining the comparability of linguistic features of communication elicited in virtual and physical settings Slobodanka Dimova	Using AI to enhance JEDI: multilingual constructs to reform monolingual tests Graham Seed
5:00 - 5:30		Supporting Higher Education institutions through language assessment reform: Evaluating the impact of change on admissions tests Tony Clark, Emma Bruce, Karen Ottewell	Intersecting Voices: A Sociocultural Exploration of Test-takers' and their Parents' Experiences and Perceptions in English Tests of Young Learners Jia Guo, Liying Cheng	How does extended time affect dyslexic test-takers with different item types in an online English test?: An exploratory study Chihiro Inoue, Lynda Taylor	The role of policy actors' agency in test impact: Assessment of languages other than English in China's senior secondary education Chenyang Zhang
5:30 - 6:00		An investigation of the alignment of national language teaching policy with the advanced-level secondary school leaving examination in foreign languages in Hungary Katalin Piniel, Gyula Tankó, Zsuzsanna Andréka	Shedding Light on the Test-Taking Experiences of Francophone African Learners of English in High-Stakes English Proficiency Testing Kadidja Koné, Paula Winke	A literature review on the ordering of test components Ramsey Lee Cardwell, Ben Naismith	Comparing reading item difficulty: Does A1 equal A1? Katharina Karges

Friday, July 5, 2024

		Parallel session 5			
8:30 - 10:30	Aula	HS1	HS2	HS3	UR3
8:30 - 9:00	<p>Symposium: Locating competence, exploring constructs: Taking forward Tim McNamara's work in performance assessment</p> <p>John Pill, Lynda Taylor (Chairs), Lynda Taylor</p>	<p>Human-Centered AI for Test Development</p> <p>Alina A von Davier, Andrew Runge, Yigal Attali, Yena Park, Geoff LaFlair, Jacqueline Church</p>	<p>Speaking of reform: introducing large-scale speaking assessment into a lower-secondary school system.</p> <p>Johanna Motteram, Jamie Dunlea, Barry O'Sullivan, Fumiyo Nakatsuhara, Akihiro Matsuura, Robin Skipsey</p>	<p>Reforming sign language assessment: setting up a longitudinal learner corpus of rated elicited imitation performances to develop an AI-driven sign language assessment system</p> <p>Franz Holzknecht, Tobias Haug, Alessia Battisti, Katja Tissi, Sandra Sidler-Miserez, Sarah Ebling</p>	<p>An Online Diagnostic Assessment System for English Language Teaching and Learning at Schools, Colleges, and Universities</p> <p>Yan Jin, Zunmin Wu, Liping Liu</p>
9:00 - 9:30	<p>(Discussant), William Agius, Susy Macqueen, Geisa Dávila Pérez, David Wei Dai</p>	<p>Humans vs. LLMs: How good are LLMs in generating input texts for reading tasks on B2/C1 levels of the CEFR?</p> <p>Anastasia Drackert, Andrea Horbach, Anja Peters</p>	<p>Nuanced approach to the English Language Examination Reform in Japan</p> <p>Noriko Iwashita, Megan Yucel</p>	<p>Automatic CEFR classification of written learner texts using Natural Language Processing</p> <p>Torsten Zesch, Jeanette Bewersdorff, Josef Ruppenhofer</p>	<p>Informing Q-matrix specification with exploratory factor analysis in cognitive diagnostic assessment of language comprehension</p> <p>Hongwen Cai, Shangchao Min</p>
9:30 - 10:00		<p>Can GPT write good items? Comparing item characteristics of human-written and GPT-4-written items</p> <p>Yena Park, Jacqueline Church, Yigal Attali</p>	<p>Developing an evaluation framework for proficiency testing for education and employment in Taiwan</p> <p>Richard Spiby, Emma Bruce</p>	<p>Fairness of TCF Writing using human raters and a hybrid automated rating model: from construct validity to psychometrics, to an argument-based approach</p> <p>Vincent Folny, Rodrigo Souza Wilkens, Rémi Cardon, Thomas François</p>	<p>Probing attribute structures in testlet-based listening assessment: An application of cognitive diagnostic models</p> <p>Lidi Xiong, Lianzhen He</p>
10:00 - 10:30		<p>Cloning Tasks with GPT Models for Automated Difficulty Estimation</p> <p>Sylwia Macinska, Andrew Mullooly, Luca Benedetto, Hannah Bouteba, Mark Elliott</p>	<p>Revising the ILTA Code of Ethics, and the impact of ethical consensus in the global language testing community</p> <p>Bart Deygers, Meg Malone</p>	<p>Use of a technology-assisted rating tool for assessing integrated English academic writing ability</p> <p>Haeyun Jin</p>	<p>Integrated Diagnostic Grammar Assessment: A Systemic Functional Linguistics Approach</p> <p>Roz Hirsch</p>

10:30 - 11:00 am	Coffee Break (sponsored by France Éducation International)				
11:00 am - 12:00	Parallel Session 6				
	Aula	HS1	HS2	HS3	UR3
11:00 - 11:30	<p>“Context-limited” or “boundary-crossing”? The essential contribution of case study research in language assessment</p> <p>Beverly Baker, Lynda Taylor</p>	<p>Investigation of Differential Item Functioning Analyses Due to Multiple Manifest Grouping Variables: Rasch Perspective</p> <p>Sanshiroh Ogawa, Hong Jiao</p>	<p>Communicating ELP Assessment Changes to K-12 Educators</p> <p>Ahyoung Alicia Kim, Lorena Alarcon, Jason Kemp, Fabiana MacMillan</p>	<p>Exploring the moderating role of assistance in assessing speaking ability for argumentation</p> <p>Jorge Luis Beltran Zuniga</p>	<p>The Effects of Linguistic Features and Genre of Test Prompt as Predictors of College Writing Placement for L2 Students</p> <p>Weejeong Jeong</p>
11:30 - 12:00	<p>“Father brings books; son writes; mother worries; daughter volunteers.” Gender representations in Chinese Gaokao English (2014-2023)</p> <p>Xiaoqin Huang, Xiangdong Gu, Yong Wang</p>	<p>The differential impact of COVID-19 on EL proficiency: unpacking language domains</p> <p>Narek Sahakyan</p>	<p>Lost in translation? Reporting the results of a CEFR linking study to educators</p> <p>David MacGregor, Katie Schultz, Mark Chapman, H. Gary Cook</p>	<p>You may say this better: Consequential validity evidence for diagnostic speaking assessment on lexical use</p> <p>Shungo Suzuki, Hiroaki Takatsu, Ryuki Matsuura, Mao Saeki, Yuya Arai, Yoichi Matsuyama</p>	<p>Comparative judgement as a foreign language assessment tool: an overview of the Crowdsourcing Language Assessment Project</p> <p>Peter Thwaites, Magali Paquot</p>
12:00 - 1:30 pm	Networking Lunch (Sponsored by Oxford University Press)				
12:30 – 1:30	LAQ Editorial Board Meeting (Location: SR 2)				
1:30 - 2:30	SIG Sessions				
	Aula	HS1	HS2	HS3	
	<p>Automated Language Assessment (ALASIG)</p> <p>Jing Xu, Xiaoming Xi</p>	<p>Integrated Assessment (IASIG) & Language Assessment Literacy (LALSIG)</p> <p>Rebecca Yaeger, Xun Yan, Sharry Vahed, Elsa Fernanda Gonzalez, Gladys Quevedo-Camargo</p>	<p>Test-taker Insights in Language Assessment (TILASIG)</p> <p>Andy Jiahao Liu, Ray Jui-Teng Liao</p>	<p>Language Assessment for Young Learners (YLSIG)</p> <p>Mark Chapman, Veronika Timpe-Laughlin, Jeanne Beck</p>	
2:30 - 3:30	<p>Cambridge/ILTA Distinguished Achievement Award Lecture (Sponsored by Cambridge Assessment English/ILTA)</p> <p>Integration and Inclusiveness in Language Assessment</p> <p>Antony John Kunnan</p>				
3:30 - 4:00	Closing				