

ProgrTime	PropID	Type	title	Presenter	Presenter Affiliation	Author 1 Full Name - Author 1 Affiliation, Author 2 Full Name - Author 2 Affiliation, Author 3 Full Name - Author 3 Affiliation, Author 4 Full Name - Author 4 Affiliation, Author 5 Full Name - Author 5 Affiliation, Author 6 Full Name - Author 6 Affiliation, Author 7 Full Name - Author 7 Affiliation, Author 8 Full Name - Author 8 Affiliation, Author 9 Full Name -Author 9 Affiliation
4 09:00 p	225	Keynote	Predictable patterns of linguistic variation across proficiency levels and textual task types	Douglas Biber	Northern Arizona University	Douglas Biber - Northern Arizona University
4 09:45 p	177	Paper	The Potential of Vocabulary Measures in Informing Proficiency Frameworks	John Read	University of Auckland	John Read - University of Auckland, Norbert Schmitt - University of Nottingham
4 10:20 1	97	Paper	Using a general proficiency scale for a specific occupational context: How valid are the ICAO scale descriptors for radiotelephony communication?	Hyejeong Kim	University of Melbourne	Hyejeong Kim - University of Melbourne
4 10:20 2	46	Paper	Tensions between general language frameworks and language-specific achievements: the case of Asian languages in Australia	Cathie Elder	University of Melbourne	Cathie Elder - University of Melbourne, Ute Knoch - University of Melbourne
4 10:20 3	59	Paper	Scoring Fairness in Large-scale High-stakes English Language Testing: Examining the National Matriculation English Test (NMET)	Yi Mei	Queen's University	Yi Mei - Queen's University
4 10:20 4	107	Paper	Building a better rubric: Towards a more robust description of academic writing proficiency	Gerriet Janssen	U of Hawai'i at Manoa; Ude los Andes–Colombia	Gerriet Janssen - U of Hawai'i at Manoa; Ude los Andes–Colombia, Valerie Meier - University of Hawai'i at Manoa, Jonathan Trace - University of Hawai'i at Manoa
4 11:25 1	98	Paper	No descriptor available: plugging gaps in the CEFR	Anthony Green	University of Bedfordshire	Anthony Green - University of Bedfordshire
4 11:25 2	154	Paper	Developing the Common Chinese Framework of Reference: Challenges at Macro and Micropolitical Levels	Yan Jin	Shanghai Jiao Tong University	Yan Jin - Shanghai Jiao Tong University, Zunmin Wu - Beijing Normal University, Charles Alderson - Lancaster University, Weiwei Song - Foreign Language Teaching and Research Press
4 11:25 3	63	Paper	Determinants of Chinese students' academic success in Korean universities	Wei Yan	Queen's University	Wei Yan - Queen's University
4 11:25 4	155	Paper	Using MCQs and stimulated recall protocols to diagnose listening comprehension processes	Yuanyuan GUAN	James Cook University	Yuanyuan GUAN - James Cook University
4 12:00 1	139	Paper	The L1-L2 Comparability of Measuring the Writing Construct:Are We Measuring the Same Construct?	Junghee Byun	Seoul National University	Junghee Byun - Seoul National University, Jungyeon Koo - Seoul National University
4 12:00 2	108	Paper	The construction and validation of an academic literacy test: providing first-year university students with an early (warning) signal related to academic achievement.	Lieve De Wachter	KU Leuven	Lieve De Wachter - KU Leuven, Jordi Heeren - KU Leuven
4 12:00 3	61	Paper	Investigating Language Assessment Literacy in Canadian University Admissions	Beverly Baker	McGill University	Beverly Baker - McGill University
4 12:00 4	210	Paper	Use of a Diagnostic Rubric for Assessing Writing: Students' Perceptions of Cognitive Diagnostic Feedback	Maryam Wagner	OISE U of Toronto	Maryam Wagner - OISE/ University of Toronto
4 14:00 1	26	Paper	Computer vs. Human Scoring in the Assessment of Hong Kong Students' English Essays	Kinnie Kin Yee Chan	The Open University of Hong Kong	Kinnie Kin Yee Chan - The Open University of Hong Kong
4 14:00 2	115	Paper	Describing pragmatic performance at a range of ability levels on a role-play speaking test	Kirby Grabowski	Teachers College, Columbia University	Kirby Grabowski - Teachers College, Columbia University
4 14:00 S1	15	Symp	Critical Issues in Assessing L2 Listening Ability: Construct and Consequential Validity	Elvis Wagner	Temple University	Elvis Wagner - Temple University, Gary Ockey - Educational Testing Service, Paula Winke - Michigan State University, Paul Gruba - University of Melbourne, Gary Buck - Lidget Green

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5 14:00 S2	101	Symp	Issues and challenges related to signed language assessment	Tobias Haug	U of Applied Sciences/Special Needs Edu Zurich	Tobias Haug - U of Applied Sciences/Special Needs Edu Zurich, Peter Hauser - Rochester Institute of Technology, Wolfgang Mann - City University London, Krister Schönström - Stockholm University
4 14:35 1	161	Paper	Using the CEFR as the foundation for an academic rating scale.	Bart Deygers	Centre for Language & Education, KULeuven	Bart Deygers - Centre for Language & Education, KULeuven, Koen Van Gorp - Centre for Language & Education, KULeuven
4 14:35 2	57	Paper	Impact of Response Length on Reliability of Automated Scoring for Short Spoken Responses	Chaitanya Ramineni	Educational Testing Service	Chaitanya Ramineni - Educational Testing Service, Su-Youn Yoon - Educational Testing Service, Lei Chen - Educational Testing Service, Klaus Zechner - Educational Testing Service, Xiaoming Xi - Educational Testing Service
4 15:10 1	37	Paper	The Role of Linguistic Complexity in Content Assessments	Lorena Llosa	NYU	Brianna Avenia-Tapper - New York University, Lorena Llosa - New York University
4 15:10 2	35	Paper	Computerized oral proficiency assessment and young language learners: Comparing performances in two contexts	Megan Montee	Center for Applied Linguistics	Megan Montee - Center for Applied Linguistics, Margaret Malone - Center for Applied Linguistics
4 16:10 1	148	Paper	A Pilot Study into Aligning Chinese English Majors' Language Proficiency Levels to the CEFR	Xiangdong Gu	Chongqing University/Cambridge English	Xiangdong Gu - Chongqing University/Cambridge English, Qiaozhen Yan - Chongqing University
4 16:10 2	200	Paper	The impact of 'real-world' construct under-representation on decision errors for a test of oral proficiency	Jonathan Schmidgall	Educational Testing Service	Jonathan Schmidgall - Educational Testing Service
4 16:10 3	129	Paper	Shuttling between languages in a testing context: defining interlinguistic mediation as translanguaging practice in the light of research results	Maria Stathopoulou	National and Kapodistrian University of Athens	Maria Stathopoulou - National and Kapodistrian University of Athens
4 16:10 4	151	Paper	Measuring L2 vocabulary depth: A comparative analysis of word association and vocabulary knowledge scale tasks	Hye Won Shin	Teachers College, Columbia University	Hye Won Shin - Teachers College, Columbia University
4 16:45 1	150	Paper	Balancing statistical evidence with expert judgement when aligning performance to a description of language ability.	Ed Hacket & Tony Green	Oxford University Press - University of Bedfordshire	Colin Finnerty - Oxford University Press, Anthony Green - University of Bedfordshire
4 16:45 2	216	Paper	Diagnosing Proficiency and Performance Abilities	Rachel Brooks	Federal Bureau of Investigation	Rachel Brooks - Federal Bureau of Investigation, Maria Brau -
4 16:45 3	224	Paper	The development of a Common European Framework of Reference for Sign Language (CEFR4SL): perspectives and issues.	Maria Tagarelli De Monte	Istituto Statale per Sordi di Roma	Maria Tagarelli De Monte - Istituto Statale per Sordi di Roma

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4 16:45 4	213	Paper	The Excel@English Scheme: Supporting language learning after diagnostic testing	Michelle Raquel	The Hong Kong Polytechnic University	Michelle Raquel - The Hong Kong Polytechnic University
4 17:20 p	201	Paper	Process and performance in an online formative assessment tool for French-speaking nurses	Carolyn Turner	McGill University	Carolyn Turner - McGill University, Beverly Baker - McGill University, Michel Laurier - University of Ottawa, Maria-Lourdes Lira Gonzalez - Université du Québec en Abitibi Témiscamingue
5 09:00 p	226	Keynote	Three lessons from the historiography of language testing	Cyril Weir	CRELLA, University of Bedfordshire	Cyril Weir - CRELLA, University of Bedfordshire
5 09:45 p	227	Paper	Standards & Scaling	John H.A.L. de Jong	Pearson / VU University Amsterdam	John H.A.L. de Jong - Pearson / VU University Amsterdam
5 10:20 1	14	WIP	A new look at selecting a language for assessments in L2 reading comprehension	Troy Cox	Brigham Young University	Jeremy Evans - Brigham Young University, Troy Cox - Brigham Young University
5 10:20 2	34	WIP	United States tertiary education institution administrators' perceptions of validity of the Cambridge English: Advanced exam	Meg Malone	Center for Applied Linguistics	Victoria Nier - Center for Applied Linguistics, Meg Malone - Center for Applied Linguistics
5 10:20 3	44	WIP	Providing EAP test candidates with fuller feedback	Simon Dawson	Nottingham University, Ningbo, China	Simon Dawson - Nottingham University, Ningbo, China
5 10:20 4	48	WIP	Effectiveness of role play versus discussion: Comparing paired oral tasks in classroom assessment	Rie Koizumi	Juntendo University	Rie Koizumi - Juntendo University, Yo In'nami - Shibaura Institute of Technology, Makoto Fukazawa - Ibaraki University
5 10:20 5	54	WIP	Transitioning from university to the workplace: Stakeholder perceptions of academic and professional writing demands	Ute Knoch and John Pill	University of Melbourne	Ute Knoch - University of Melbourne, Lyn May - Queensland University of Technology, Susy Macqueen - University of Melbourne, John Pill - University of Melbourne, Neomy Storch - University of Melbourne
5 10:20 6	65	WIP	Improving the reliability of ASR rating in elicited imitation assessments	Jacob Barrows	Brigham Young University	Jacob G. Barrows - Brigham Young University, Troy L. Cox - Brigham Young University
5 10:20 7	72	WIP	Challenges in the development of a web-based French global proficiency test	Simona Sunara	University of Toronto	Jade Shapiro - University of Toronto, Jeffrey Steele - University of Toronto, Simona Sunara - University of Toronto
5 10:20 8	76	WIP	Investigating Effective Information Presentation in Retelling Tasks and Its Characteristics of Utterances	Yuichiro Yokouchi	Graduate School, University of Tsukuba	Yuichiro Yokouchi - Graduate School, University of Tsukuba
5 10:20 9	86	WIP	Could a "universal framework" improve TOEFL iBT® score interpretation for students and their tutors?	Claudia Harsch	University of Warwick	Harsch Claudia - University of Warwick, Ema Ushioda - University of Warwick, Simon French - University of Warwick
5 10:20 10	94	WIP	Assessing Multilingual Competence Conditional upon Interaction between Linguistic Knowledge and Cognitive Processing Skills	Yehbeen Yang	OISE, U of Toronto	Yehbeen Yang - OISE, U of Toronto
5 10:20 11	99	WIP	Persian Linguistic Correlates of Proficiency	Payman Vafaei	University of Maryland	Payman Vafaei - University of Maryland

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5 10:20 12	109	WIP	Many-faceted Rasch analysis of peer-assessment as a diagnostic tool	William Pellowe	Kinki University Fukuoka	Trevor Holster - Fukuoka Women's University, J. Lake - Fukuoka Women's University, William Pellowe - Kinki University Fukuoka
5 10:20 13	124	WIP	Assessing Pragmatics: Developing a Two-Turn Integrated Spoken English Item Type for a Computerized Workplace English Test	Masanori Suzuki	Pearson Knowledge Technologies	Heidi Han-Ting Liu - Teachers College, Columbia University, Masanori Suzuki - Pearson Knowledge Technologies, Mallory Klungtvedt - Pearson Knowledge Technologies
5 10:20 14	137	WIP	Evaluating the Effects of False Alarm Rates and Non-words on a Yes/No Vocabulary Test	Toshihiko Shiotsu	Kurume University	John Read - University of Auckland, Toshihiko Shiotsu - Kurume University
5 10:20 15	147	WIP	Investigating valid constructs for writing tasks in EAP tests for use in Japanese university entrance examinations	Yumiko Moore	University of Bedfordshire	Yumiko Moore - University of Bedfordshire
5 10:20 16	162	WIP	Determining the predictive validity of high stakes tests of Dutch for academic purposes	Bart Deygers	Centre for Language & Education, KULeuven	Bart Deygers - Centre for Language & Education, KULeuven
5 10:20 17	164	WIP	To CEFR or not? Towards a universal template for the assessment of oral language skills	Kris Buyse	KU Leuven	Kris Buyse - KU Leuven, Emma De Rijk - Wolfert Dalton R'dam, de Floriant Zoetermeer
5 10:20 18	167	WIP	Exploring the effectiveness of online feedback at different CEFR levels	Ying Zheng	Southampton University	Ying Yheng - University of Southampton, David Booth - Pearson, Shaida Mohammadi - Pearson
5 10:20 19	168	WIP	Linking a test to CEFR: An application of extended descriptors	Ying Zheng	University of Southampton	Shaida Mohammadi - Pearson, Ying Zheng - Southampton University
5 10:20 20	179	WIP	Characterizing beginning teachers' formative language assessments	Timothy Farnsworth	CUNY Hunter College	Timothy Farnsworth - CUNY Hunter College
5 10:20 21	180	WIP	Development and Validation of a Framework for the Assessment of Interactive Speaking Performance	Romulo Guedez-Fernandez	The University of the West Indies	Romulo Guedez-Fernandez - The University of the West Indies
5 10:20 22	181	WIP	Maximizing feedback for learning: Investigating language learners' differing cognitive processing when receiving computer-based feedback	Maggie Dunlop	OISE, U of Toronto	Maggie Dunlop - OISE, U of Toronto
5 10:20 23	191	WIP	The issue of age-appropriateness in establishing fair and valid test tasks, practices, and policies in a universal framework	Daniel Reed	Michigan State University	Daniel Reed - Michigan State University, Aaron Ohrogge - Michigan State University, Heekyoung Kim - Michigan State University, Susan Gass - Michigan State University
5 10:20 24	193	WIP	Self-assessment as an efficient screener for placement into CEFR-aligned English curricula	Robin Stevens	Rosetta Stone, Inc.	Ryan Downey - Rosetta Stone, Inc., Robin Stevens - Rosetta Stone, Inc., Mark Chapman - University of Bedfordshire

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5 10:20 25	198	WIP	An investigation into alignment of Lexile scores and analytical rubrics	Roxanne Wong	City University of Hong Kong	Roxanne Wong - City University of Hong Kong, Carl Swartz - MetaMetrics
5 10:20 26	199	WIP	Seeking the construct of interactional effectiveness in global aviation: A mixed-methods study	Candace Farris	McGill University	Candace Farris - McGill University
5 10:20 27	214	WIP	Developing the Arabic Placement Test (APT)	Bjorn Norrbom	NCA	Bjorn Norrbom - NCA University of Bergen
5 10:20 28	217	WIP	Using tutor-to-student feedback comments as verbal protocols for performance descriptor creation	Ricky Jeffrey	University of Nottingham	Ricky Jeffrey - University of Nottingham NIE, Nanyang Technological University, Antony Kunnan - NIE, Nanyang Technological University
5 10:20 29	220	WIP	The CEFR revisited: a replication study	Glyn Jones	freelance	Glyn Jones - freelance
5 10:20 32	221	WIP	An evidence-centred approach to reverse engineering	Nathaniel Owen	University of Leicester	Nathaniel Owen - University of Leicester Pearson
5 11:25 1	9	Paper	Teacher-Student Rapport and Its Effect on the Assessment of Writing in the EFL Classroom	Hui Feng	Guangdong University of Foreign Studies	Hui Feng - Guangdong University of Foreign Studies
5 11:25 2	222	Paper	Beyond pronunciation and fluency: automated evaluation of prosody and accentedness	Masanori Suzuki	Pearson Knowledge Technologies	Jian Chen - Pearson, Masanori Suzuki -
5 11:25 3	33	Paper	On Standards and Multilingual Frameworks: Evidence from Multiple Standard Setting Exercises	Gad Lim	Cambridge English Language Assessment	Gad Lim - Cambridge English Language Assessment, Ardeshir Geranpayeh - Cambridge English Language Assessment
5 11:25 4	24	Paper	Appropriate 'tone' and the rules of friendship; written language proficiency, letter tasks and ideology.	Johanna Motteram	The University of Adelaide	Johanna Motteram - The University of Adelaide
5 12:00 1	29	Paper	What Assessment Tasks Are Associated With Classroom Assessment Environment?	Liyong Cheng	Queen's University	Liyong Cheng - Queen's University, Yongfei Wu - Queen's University, Xiaoqian Liu - Queen's University
5 12:00 2	134	Paper	Investigating "Advanced" in Oral Proficiency Interview (OPI) data from L2 Arabic Speakers	Summer Loomis	The George Washington University	Summer Loomis - The George Washington University
5 12:00 3	170	Paper	Towards a universal framework? Issues in alignment of assessments to external frameworks and standards	Spiros Papageorgiou	Educational Testing Service	Spiros Papageorgiou - Educational Testing Service
5 12:00 4	82	Paper	Reading-into-writing: construct definition, task design and scale development	Sathena Chan and Chihiro Inoue	CRELLA, University of Bedfordshire	Sathena Chan - CRELLA, University of Bedfordshire, Chihiro Inoue - CRELLA, University of Bedfordshire, Lynda Taylor - CRELLA, University of Bedfordshire

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5 14:00 1	171	Paper	Classification Consistency and Accuracy of CELPIP-G Test for Canadian Immigration Application	Adam Gesicki and/or Jake Stone	Paragon Testing Enterprises / The U of BC	Michelle Y. Chen - Paragon Testing Enterprises / The U of BC, Amery Wu - The University of British Columbia, Jake Stone - Paragon Testing Enterprises
5 14:00 2	205	Paper	Comparing Native and Non-native Raters of US Federal Government Speaking Tests	Rachel Brooks	Federal Bureau of Investigation	Rachel Brooks - Federal Bureau of Investigation
5 14:00 3	106	Paper	A Mixed Methods Investigation into the Role of Cognitively Diagnostic Feedback (CDF) on Young ELLs' Cognition and Goal Orientations	Eunice Eunhee Jang	OISE, U of Toronto	Eunice Eunhee Jang - OISE, U of Toronto, Margaret Dunlop - OISE, U of Toronto, Gina Park - OISE, U of Toronto, Edith vander Boom - OISE, U of Toronto
5 14:00 4	66	Paper	Test takers' cognitive processes in completing writing tasks using graph prompts: Exploring evidences of test comparability	Guoxing Yu	University of Bristol	Guoxing Yu - University of Bristol, Shwu-wen Lin - National Taipei U of Nursing& Health Sciences
5 14:35 1	19	Paper	Collecting context and cognitive validity evidence of the GEPT Advanced Level Writing Test	Sathena Chan	CRELLA, University of Bedfordshire	Sathena Chan - CRELLA, University of Bedfordshire, Rachel Yi-fen Wu - The Language Training and Testing Center
5 14:35 2	43	Paper	Assessing language proficiency: Effect of speaking test method on oral proficiency exam scores	Troy Cox	Brigham Young University	Gregory Thompson - Brigham Young University, Troy Cox - Brigham Young University, Nieves Knapp - Brigham Young University
5 14:35 3	53	Paper	Influences of the difficulty of a listening stimulus on integrated speaking task performance	Youngsoon So	Educational Testing Service	Youngsoon So - Educational Testing Service, Ikkyu Choi - Educational Testing Service, Alan Shaw - , Christine Luce - Educational Testing Service
5 14:35 4	1	Paper	Enriching the Framework for academic writing: a corpus-based analysis of developmental linguistic features	Rebecca Present-Thomas	VU University Amsterdam	Rebecca Present-Thomas - VU University Amsterdam, Bert Weltens - VU University Amsterdam, John H.A.L. de Jong - Pearson and VU University
5 16:10 1	131	Paper	A Survey of Models for Language Performance Tasks Scored by Multiple Raters	Ikkyu Choi	Educational Testing Service	Ikkyu Choi - Educational Testing Service
5 15:10 2	11	Paper	Development and Validation of the Self-Assessment Scales for Taiwanese EFL Learners	Jessica R W Wu	Language Training and Testing Center	Jessica R W Wu - Language Training and Testing Center, Chia-Lung Lee - Language Trainingand Testing Center
5 15:10 3	50	Paper	Developing and Validating an Academic Reading Assessment to Improve Teaching and Learning for English Learners	Mikyung Kim Wolf	ETS	Mikyung Kim Wolf - ETS, Jane Shore - ETS, Kristin Williamson-Worden - ETS, Jennifer Wain - ETS
5 15:10 4	42	Paper	Modeling real-life academic writing: Implications for assessing writing proficiency	Mehdi Riazi	Macquarie University	Mehdi Riazi - Macquarie University, Jill Murray - Macquarie University

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5 15:10 1	117	Paper	'Weak' and 'strong' language for specific purpose (LSP) performance assessments: a case study in Asian call centres	Daniel Elias	Future Perfect	Daniel Elias - Future Perfect, Jane Lockwood - City University of Hong Kong, Liz Hamp-Lyons - University of Bedfordshire
5 16:10 2	215	Paper	External and internal variables affecting language learning and language test scores.	Cecilie Hamnes Carlsen	Vox, Norwegian Agency for Lifelong Learning	Cecilie Hamnes Carlsen - Vox, Norwegian Agency for Lifelong Learning, Ann-Kristin Helland Gujord - Federal Bureau of Investigation
5 16:10 3	185	Paper	Measuring spoken language: A comparative study on general variables of syntactic complexity and accuracy	Chihiro Inoue	CRELLA, University of Bedfordshire	Chihiro Inoue - CRELLA, University of Bedfordshire
5 16:10 4	212	Paper	Exploring the use of an automated essay scoring system for a diagnostic writing test	Michelle Raquel	The Hong Kong Polytechnic University	Michelle Raquel - The Hong Kong Polytechnic University, Jane Lockwood - City University of Hong Kong, Liz Hamp-Lyons - CRELLA, University of Bedfordshire
5 16:45 p	125	Paper	Modelling comprehensibility in an oral production scale for L2 learners of English: Which linguistic factors generalize across L1s?	Talia Isaacs	University of Bristol	Talia Isaacs - University of Bristol, Pavel Trofimovich - Concordia University, Dustin Crowther - Concordia University, Kazuya Saito - Waseda University, Jennifer A. Foote - Concordia University
5 17:20 p	130	Paper	Beyond the limits of universal criteria: Using indigenous criteria in assessing clinical communication in ESL	John Pill	The University of Melbourne	John Pill - The University of Melbourne, Cathie Elder - The University of Melbourne, Tim McNamara - The University of Melbourne, Sally O'Hagan - The University of Melbourne
6 09:15 p	228	Keynote	Validity as the realist views it	Denny Borsboom	University of Amsterdam	Denny Borsboom - University of Amsterdam
6 10:00 p	141	Paper	Tracking the development of learning outcomes in a learning-oriented approach to classroom-based language assessment	James Purpura	Teachers College, Columbia University	James E. Purpura - Teachers College, Columbia University, Sara Woodson - Teachers College, Columbia University, Fred Tsutagawa - Teachers College, Columbia University, Heidi (Han-Ting) Liu - Teachers College, Columbia University
6 10:35 1	110	Paper	Investigating text genre effects on young English language learners' reading test performance using differential bundle functioning	Gina Park	OISE, U of Toronto	Gina Park - OISE, U of Toronto, Eunice Eunhee Jang - OISE, U of Toronto
6 10:35 2	22	Paper	Marching out of step: Task-based language competencies for military purposes and a general proficiency scale	Kellie Frost	The University of Melbourne	Kellie Frost - The University of Melbourne, Cathie Elder - The University of Melbourne, John Pill - The University of Melbourne, Catherine Bow - The University of Melbourne
6 10:35 3	83	Paper	Is Equating Reasonable for Small-Scale Language Testing Programs?	Daniel Isbell	Northern Arizona University	Daniel Isbell - Northern Arizona University, Maria Nelly Gutierrez Arvizu - Northern Arizona University, Geoffrey LaFlair - Northern Arizona University

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6 10:35 4	165	Paper	Comparing linguistic features of essay test writing with writing in the disciplines	Sara Weigle	Georgia State University	Sara Weigle - Georgia State University, Eric Friginal - Georgia State University
6 11:30 1	2	Poster	The Validation Process on the Brazilian English Proficiency Exam for Air Traffic Controllers	Natalia de Andrade Raymundo	ICEA	Natalia de Andrade Raymundo - ICEA, Natalia Guerreiro Marques - ICEA
6 11:30 2	28	Poster	Exploring the role of phraseological knowledge in second language reading test performance	Benjamin Kremmel	U of Innsbruck; U of Nottingham	Benjamin Kremmel - University of Innsbruck; University of Nottingham, Tineke Brunfaut - Lancaster University, J. Charles Alderson - Lancaster University
6 11:30 3	32	Poster	English-for-Teaching: Reframing the assessment of teacher English proficiency for the classroom	Pablo Garcia Gomez	Educational Testing Service	Pablo Garcia Gomez - Educational Testing Service, Anne Katz - The New School
6 11:30 4	36	Poster	Overlap between task models and student production on an oral proficiency test for young learners	Samantha Musser	Center for Applied Linguistics.	Margaret Malone - Center for Applied Linguistics, Megan Montee - Center for Applied Linguistics, Lindsey Massoud - Center for Applied Linguistics, Samantha Musser - Center for Applied Linguistics
6 11:30 5	62	Poster	Language Assessment Development with Haitian Teachers	Caroline Riches	McGill University	Beverly Baker - McGill University, Caroline Riches - McGill University
6 11:30 6	64	Poster	The Effects of Test Preparation on Chinese Test Takers' Pearson Test of English Academic Performance	Ying Zheng	Southampton University	Jia Ma - Queen's University, Liying Cheng - Queen's University, Ying Zheng - University of Southampton
6 11:30 7	73	Poster	Using an On-line Tool for Implementing an Assessment Use Argument-based Approach to Language Test Development	Lyle Bachman	UCLA	Lyle Bachman - UCLA, Adrian Palmer - University of Utah, Daniel Dixon - University of Utah
6 11:30 8	91	Poster	VocabLab: an accurate test for Flemish learners' English and French vocabulary size	Tom Velghe	Thomas More @ KULeuven	Tinne Van Rompaey - Thomas More @ KULeuven, Tom Velghe - Thomas More @ KULeuven, Maribel Montero Perez - Kulak KULeuven, Elke Peters - Thomas More @ KULeuven
6 11:30 9	95	Poster	The nature of summary writing ability: Linking strategy to performance	Hui-Chun Yang	National Hsinchu University of Education	Hui-Chun Yang - National Hsinchu University of Education
6 11:30 10	113	Poster	The Local Informing the Global	India Plough	Michigan State University	India Plough - Michigan State University
6 11:30 11	114	Poster	Assessment for the workplace: the new German test for doctors	Sibylle Plassmann	telc - language tests	Sibylle Plassmann - telc - language tests
6 11:30 12	122	Poster	Testing Trainee Teachers	Susan Sheehan	University of Huddersfield	Susan Sheehan - University of Huddersfield
6 11:30 13	156	Poster	The impact of educational background on the DIF of the DELTA listening component	Yuanyuan GUAN	James Cook University	Yuanyuan GUAN - James Cook University, Alan Urmston - The Hong Kong Polytechnic University
6 11:30 14	158	Poster	Feedback for Diagnostic Writing	Roxanne Wong	City University of Hong Kong	Roxanne Wong - City University of Hong Kong

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6 11:30 15	176	Poster	Detection of Plagiarism in the Writing Component of the Computer-Administered CELPIP-G	Amery Wu	The University of British Columbia	Adam Gesicki - Paragon Testing Enterprises / The U of BC, Jake Stone - Paragon Testing Enterprises, Amery Wu - The University of British Columbia
6 11:30 16	178	Poster	Language assessment and myths in legal cases	Margaret van Naerssen	Immaculata University	Margaret van Naerssen - Immaculata University
6 11:30 17	189	Poster	New grammar tasks that reflect textual complexity features associated with 2 CEFR levels	Daniel Reed	Michigan State University	Aaron Ohrogge - Michigan State University, Heekyoung Kim - Michigan State University, Daniel Reed - Michigan State University
6 11:30 18	190	Poster	Defining the construct of interactional competence in a German paired speaking test setting	Katharina Kley	University of Iowa	Katharina Kley - University of Iowa
6 11:30 19	206	Poster	Validating a French for Academic Purposes placement test designed using cognitively diagnostic assessment principles	Maggie Dunlop and Maryam Wagner	OISE, U of Toronto	Maggie Dunlop - OISE, U of Toronto, Maryam Wagner - OISE, U of Toronto, Eunice Jang - OISE, U of Toronto, Françoise Mougeon - Glendon College, York University
6 14:00 1	51	Paper	A qualitative analysis of tutor behaviors during practice reading exercise review sessions for test preparation	Yasuyo Sawaki	Waseda University	Yasuyo Sawaki - Waseda University
6 14:00 2	96	Paper	Developing Performance Level Descriptions for a Writing Test	Seon-Hi Shin	Seoul National University	Seon-Hi Shin - Seoul National University
6 14:00 S3	149	Sym	The Universal and the Specific: must proficiency choose?	Liz Hamp-Lyons	University of Bedfordshire	Liz Hamp-Lyons - University of Bedfordshire, Cathie Elder - University of Melbourne, Dan Douglas - University of Iowa, Jane Lockwood - City University of Hong Kong, Yan Jin - Shanghai Jiaotong University, Sally O'Hagan - University of Melbourne, Tim McNamara - University of Melbourne, John Pill - University of Melbourne, Alan Davies -University of Edinburgh
6 14:00 S4	84	Symp	Towards a universal framework for modelling item difficulty characteristics: Increasing transparency by psychometrically robust definitions	Claudia Harsch	Univeristy of Warwick	Claudia Harsch - Univeristy of Warwick, Johannes Hartig - German Institute of Educational Research, Tom Lumley - ACER, Juliette Mendelovits - ACER, Dara Ramalingam - ACER, Tineke Brunfaut - University of Lancaster, Gareth McCray - University of Lancaster
6 14:35 1	219	Paper	Gender Differences in Strategy Use and Reading Test Performance: A Study of Chinese College Students	Limei Zhang	NIE Nanyang Technological University	Limei Zhang - NIE, Nanyang Technological University, Christine Goh -
6 14:35 2	105	Paper	Modeling young learners' growth in English language proficiency: Towards a validity argument for a new proficiency assessment	Donald Powers	Educational Testing Service	Lin Gu - Educational Testing Service, Donald Powers - Educational Testing Service
6 15:10 1	27	Paper	Diagnosing the development of reading in a second or foreign language at different CEFR levels	Ari Huhta	University of Jyväskylä	Ari Huhta - University of Jyväskylä, Charles Alderson - Lancaster University, Lea Nieminen - University of Jyväskylä, Riikka Ullakonoja - University of Jyväskylä
6 15:10 2	21	Paper	Using expert judgments to assess content representation of a young learner assessment, TOEFL Primary	Ching-Ni Hsieh	Educational Testing Service	Ching-Ni Hsieh - Educational Testing Service
6 16:10 1	116	Paper	Relative levels of difficulty of different question types across levels of proficiency in reading assessments	Erwin Tschirner	University of Leipzig	Erwin Tschirner - University of Leipzig, Olaf Bärenfänger - University of Leipzig

ProgrTime	PropID	Type	title	Presenter	Presenter Affiliation	Author 1 Full Name - Author 1 Affiliation, Author 2 Full Name - Author 2 Affiliation, Author 3 Full Name - Author 3 Affiliation, Author 4 Full Name - Author 4 Affiliation, Author 5 Full Name - Author 5 Affiliation, Author 6 Full Name - Author 6 Affiliation, Author 7 Full Name - Author 7 Affiliation, Author 8 Full Name - Author 8 Affiliation, Author 9 Full Name -Author 9 Affiliation
6 16:10 2	157	Paper	Exploring the facets of feedback in a diagnostic listening assessment	Wai Lan, Winnie SHUM	Lingnan University	Wai Lan, Winnie SHUM - Lingnan University, Yuanyuan, Gwendoline Guan - City University of Hong Kong, Fang, Felicia FANG - The Hong Kong Polytechnic University
6 16:10 3	188	Paper	Evaluating a Rating Assignment System Designed to Reduce Rater Demand and Biases while Maintaining Reliability	Adam Gesicki and/or Jake Stone	Paragon Testing Enterprises / The U of BC	Amery Wu - The University of British Columbia, Alex Volkov - Paragon Testing Enterprises, Adam Gesicki - Paragon Testing Enterprises / The U of BC, Michelle Y. Chen - Paragon Testing Enterprises / The U of BC, Jake Stone - Paragon Testing Enterprises
6 16:10 4	41	Paper	A proposal for a socially-fair and objective method of scoring communicative ability	Aaron Olaf Batty & Jeffrey Stewart	Kyushu Sangyo University	Aaron Olaf Batty - Keio University, Jeffrey Stewart - Kyushu Sangyo University
6 16:45 1	123	Paper	The use of academic collocations in essays in a test of academic English	Veronica Benigno	Pearson	Veronica Benigno - Pearson, Katarzyna Pawlak - Pearson, Jeremy Hancock - Pearson
6 16:45 2	121	Paper	Interactions between listener and text characteristics in second-language listening comprehension	Sible Andringa	University of Amsterdam	Sible Andringa - University of Amsterdam, Punya Hoek - University of Amsterdam
6 16:45 3	55	Paper	Examination of possible consequences of a new test of English for university entrance in Japan	Keita Nakamura	Eiken Foundation of Japan	Keita Nakamura - Eiken Foundation of Japan
6 16:45 4	79	Paper	Optimal number of options for multiple-choice tests across gender	Ghazal Akhavan Masoumi	Urmia University	Ghazal Akhavan Masoumi - Urmia University, Karim Sadeghi - Urmia University
6 17:20 p	49	Paper	Comparing the Performance of K-12 English Language Learners and Native English Speakers on Assessment Tasks	Mikyung Kim Wolf	ETS	Mikyung Kim Wolf - ETS, Alexis Lopez - ETS