

Conference schedule: October 10-12, 2014, Cowin Center, Teachers College

Registration and Check-in: 08:15 - 09:15 AM on Horace Mann 1st Floor

Friday – Oct 10, 2014

ECOLT

9:00 - 4:30

Day 1 - Friday, Oct 10 Evening Sessions

5:00 – 5:15	5:15 – 6:00	6:00 – 6:45	6:45 – 7:30	7:30 – 8:45
<p>Opening Session</p> <p>Welcome: James E. Purpura, Faculty Sponsor of TCCRISLS</p> <p>Opening Words: Susan Fuhrman, TC President</p> <p>Moderators: Saerhim Oh & Sian Morgan, Co-Chairs of TCCRISLS</p>	<p>Paper 1</p> <p>A Learning-oriented Assessment Approach to Understanding the Complexities of Classroom-based Language Assessment</p> <p>James E. Purpura (Teachers College, Columbia University) & Carolyn E. Turner (McGill University)</p>	<p>Paper 2</p> <p>Learning from Feedback: Conception, Reception and Consequences</p> <p>Constant Leung (King's College, London)</p>	<p>Paper 3</p> <p>Using Cognitive Theory and Technology to Improve Reading Assessment</p> <p>Tenaha O'Reilly & John Sabatini (Educational Testing Service)</p>	<p>Wine and Cheese</p>

Day 2 - Saturday, Oct 11 Morning Sessions

8:45 – 9:00	09:00 – 9:45	9:45 – 10:15	10:15 – 11:00	11:00-11:20
Welcome	Paper 4 Reading for Understanding: A Principled Approach to the Integration of Assessment and Instruction for Reading in the Disciplines James Pellegrino & Susan Goldman (University of Illinois, Chicago)	Paper 5 The Role of Language Learning Progressions in Formative Assessment for English Learners Margaret Heritage & Alison Bailey (University of California, Los Angeles)	Paper 6 The Use of Scaffolding Strategies in the Assessment of English Learners Mikyung Wolf & Alexis Lopez (Educational Testing Service)	Coffee Break
11:20 – 12:05	12:05 – 12:35	12:35 – 1:00	1:00 – 2:00	
Paper 7 Dynamic Assessment and Mediated Learning: Toward a Coherent Theoretical Framework for Developmental L2 Education Matthew E. Poehner (Pennsylvania State University)	Paper 8 A Framework for Promoting Teacher Awareness of their CBA Practices and Learning-oriented Assessment Kathryn Hill (La Trobe University, AU)	Roundtable Discussion – 1	Lunch	

Day 2 - Saturday, Oct 11 Afternoon Sessions

2:00 – 2:45	2:45 – 3:15	3:15 – 3:45	3:45 - 4:05
<p>Paper 9: Theoretical</p> <p>Developing a Validity Framework for Classroom-based Language Assessments</p> <p>Howard Everson (City University of New York)</p>	<p>Paper 10: Empirical</p> <p>A Theoretical Analysis Approach to AFL Pedagogical Materials Development in an L2 Classroom Setting</p> <p>Christian Colby-Kelly (The Government of Canada)</p>	<p>Paper 11: Empirical</p> <p>Using an Integrated Reading and Writing Task for Learning-oriented Assessment in an English for Academic Purpose Setting</p> <p>Ah-Young Kim (Cornell University) & Hyun Jung Kim (Hankuk University of Foreign Studies)</p>	<p>Coffee Break</p>

4:05 – 4:50	4:50 – 5:20	5:20 – 6:05	6:05 – 6:30	6:30 – 7:30
<p>Paper 12: Theoretical</p> <p>Learning Oriented Assessment - A Systemic View from an Examination Provider</p> <p>Nick Saville & Angeliki Salamoura (Cambridge English Language Assessment)</p>	<p>Paper 13: Empirical</p> <p>How Aptitude-treatment-interaction Studies can Benefit Learning-oriented Assessment</p> <p>Payman Vafae, Yuichi Suzuki, & Eric Pelzl (University of Maryland)</p>	<p>Paper 14: Application</p> <p>Affordances and Constraints of Technology-enhanced Tools for Learning-oriented Assessment in Second Language Learning</p> <p>Lee B. Abraham, Paul Stengel, & Steve Welsh (Columbia University)</p>	<p>Roundtable Discussion – 2</p>	<p>Wine and Cheese</p>

Day 3 - Sunday, Oct 12 Morning Sessions

09:00 – 9:45	9:45 – 10:15	10:15 - 10:45	10:45 - 11:05
<p>Paper 15: Theoretical</p> <p>Applying a Concept Model of Learning-oriented Language Assessment to a Large-scale Speaking test</p> <p>Liz Hamp-Lyons & Tony Green (University of Bedfordshire, UK)</p>	<p>Paper 16: Empirical</p> <p>Unplanned LOA in EFL classrooms: Findings from an empirical study</p> <p>Dina Tsagari (University of Cyprus)</p>	<p>Paper 17: Empirical</p> <p>Automated Writing Evaluation for Formative Assessment: Investigating Accuracy and Efficiency as Part of Argument-based Validation</p> <p>Jim Ranalli, Stephanie Link, & Evgeny Chukharev-Hudilainen (Iowa State University)</p>	<p>Coffee Break</p>

11:05 – 11:50	11:50 – 12:20	12:20 – 12:40	12:40 – 1:00	1:00 – 1:10
<p>Paper 18: Theoretical</p> <p>The Role of Learning Progressions to Support the Development and Use of Mathematics Formative Assessment Tasks</p> <p>Caroline Wylie (Educational Testing Service)</p>	<p>Paper 19: Empirical</p> <p>The Role of Automatic Writing Assessment in Providing Diagnostic Feedback to Learners</p> <p>Ardeshir Geranpayeh & Gad Lim (Cambridge English Language Assessment)</p>	<p>Discussant (1)</p> <p>John Norris (Georgetown University)</p>	<p>Discussant (2)</p> <p>Tim McNamara (University of Melbourne)</p>	<p>Closing Remarks</p>