

CURRICULUM VITAE

EUNICE EUNHEE JANG

Department of Applied Psychology and Human Development
Ontario Institute for Studies in Education, University of Toronto
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Toronto, Ontario, Canada, M5S 1V6

Date of preparation

August 10, 2020

Rank

Full Professor
Full Member of the School of Graduate Studies
Department of Applied Psychology and Human Development
Ontario Institute for Studies in Education, University of Toronto

Degrees

- 2005 PhD
Department of Educational Psychology
University of Illinois at Urbana Champaign, IL USA
Research specializations: Language testing; Educational assessment; Program evaluation; Mixed methods inquiry
Dissertation: *A validity narrative: The effects of reading skills diagnosis on teaching and learning in the context of Next Generation TOEFL*
Certificate of Advanced Study in Second Language Acquisition and Teacher Education
- 2002 MA
Division of English as an International Language
University of Illinois at Urbana Champaign, IL USA
Thesis: *In search of folk fairness in language testing*
- 1991 BA
Teaching Certificate in Secondary English Education
Department of English Language and Literature
Duksung Women's University, Seoul, Korea
Thesis: *Adventures of Huckleberry Finn: A critical review*

Employment History

July 2017-present Full Professor
Department of Applied Psychology and Human Development

- July 2012-June 2017 Ontario Institute for Studies in Education, University of Toronto, Canada
Associate Professor
Department of Applied Psychology and Human Development
Ontario Institute for Studies in Education, University of Toronto, Canada
- July 2010-June 2012 Associate Professor
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, University of Toronto, Canada
- July 2005- June 2010 Assistant Professor
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, University of Toronto, Canada
- Sept. 2000- July 2004 Instructor & Teaching assistant
Department of Educational Psychology
Division of English as an International language
University of Illinois at Urbana Champaign, IL USA
- Sept. 2003- May 2005 Research assistant
Department of Statistics
University of Illinois at Urbana Champaign, IL USA

University Administration

- July 2017-2018 Chair, Developmental Psychology and Education Program
Department of Applied Psychology and Human Development
Ontario Institute for Studies in Education, University of Toronto, Canada
- July 2008-June 2010 Graduate Program Coordinator
Curriculum Studies and Teacher Development Program
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, University of Toronto

Awards

- 2019 Center for Society of Korea Publication Support Award for the paper titled Process evaluation of Ontario's International Languages Elementary program: Perspectives from teachers and parents (Coauthors: Kim, H. & Lee, W)
- 2018-2019 David Hunt Graduate Teaching Award, OISE, University of Toronto
- 2018 Honorable Mentions, Classroom Assessment SIG Distinguished Paper Award, AERA 2017 Conference, <http://www.aera.net/SIG018/Awards>
- 2017 Best short paper award presented at the 7th Learning Analytics and Knowledge Conference, Vancouver, Canada.
- 2016 Best Trainee Paper at Toronto Rehab Annual Research Day organized by the University Health Network

- 2014 The Annual Award for the Most Outstanding Article in the Journal of Language Learning
- 2008 2006 Jacqueline Ross TOEFL Dissertation Award, Educational Testing Service
- 2005 Education Alumni Association Outstanding Student Medal, University of Illinois
- 2004 Tatsuoka Measurement Award, University of Illinois
- 2004 Ray Simpson Scholarship, College of Education, University of Illinois
- 2004 AEA Conference Travel Award, American Evaluation Association
- 2003 IELTS MA Dissertation Award, University of Cambridge Local Examinations Syndicate
- 2003 Katharine O. Aston Award for Outstanding Thesis, University of Illinois
- 2001 Incomplete List of Teachers Ranked as Excellent by Their Students (3 times), University of Illinois
- 2001-2003 Verdell Frazer Young Awards, University of Illinois

Award Nominations

- 2019 Abedi-Thurlow Award nomination for the Paper entitled, Hidden in an Era of Accountability: A Latent Class Analysis of Standardized Mathematics Testing (Coauthors: Hanna Wickstrom, Ellen Fesseha), SIG 96: Inclusion and Accommodation in Educational Assessment (IAEA), American Educational Research Association (AERA).
- 2015 SAGE/ILTA Best Book on Language Testing, ILTA.
- 2014 ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education
- 2009 David Hunt Award for Excellence in Graduate Teaching, OISE, University of Toronto.
- 2008 2007 ILTA Best Article in Language Testing, ILTA.
- 2007 AERA Mary Catherine Ellwein Outstanding Dissertation Award, AERA.
- 2007 David Hunt Award for Excellence in Graduate Teaching, OISE, University of Toronto.

Research

Funded Research and Contracts

Year	Role	Source	Title	Amount
2020	PI	U of T ISEF Impact Grant	iSSD@OISE: A tool for strengthening the global competencies of the OISE international and domestic graduate student community	\$300,000
2018	PI	SSHRC SIG Award	Longitudinal Tracking and Metacognitive Intervention of Reading Comprehension Skills for Linguistically Diverse Students in K-12 Schools	\$3,483
2017	PI (subcontract)	SSHRC Partnership Grant	Systematic Evaluation of the Effectiveness of TREs in Tracking Affective, Psychological, and Cognitive Growths	\$18,400
2016	PI	IELTS Joint-Funded Research Program	Improving test score interpretations and utilization validity arguments through scale anchoring combined with cognitive diagnosis modeling	\$79,310
2016	PI	SSHRC Insight Grant	Longitudinal Tracking and Metacognitive Intervention of Reading Comprehension Skills for Linguistically Diverse Students in K-12 Schools	\$311,804
2016	Collaborator	SSHRC Partnership Grant	Canadian Refugee Child, Youth and Family Research Coalition: using research to inform best practices for language, literacy, learning, social integration, and child and family wellbeing	\$20,000
2016	PI, subcontract	SSHRC Partnership Grant	Systematic Evaluation of the Effectiveness of TREs in Tracking Affective, Psychological, and Cognitive Growths	\$18,000
2016	Collaborator	SSHRC Partnership Grant	Canadian Refugee Child, Youth and Family Research Coalition: using research to inform best	\$2,500,000

			practices for language, literacy, learning, social integration, and child and family wellbeing	
2015	PI (with Co-PI Dr. Saskia Stille)	Contract from the Ministry of Education, Ontario	Addressing literacy learning needs of adolescents in secondary school contexts: Struggling readers project and disciplinary literacy project	\$89,223
2015	PI Subcontract	SSHRC Partnership Grants	Assessing and supporting children's oral language and writing development through play in classrooms, daycares and homes in northern communities	\$67,390
2014	PI	SSHRC Institutional Grant	Tracking literacy skill development of ELLs with exceptionalities	\$2,980
2014	PI (with Co-PI Dr. Saskia Stille)	Contract from the Ministry of Education, Ontario	Addressing literacy learning needs of adolescents in secondary school contexts: Struggling readers project and disciplinary literacy project	\$67,790.00
2014	Co-PI	SSHRC Partnership Grants	Assessing and supporting children's oral language and writing development through play in classrooms, daycares and homes in northern communities	\$2,800,000
2012	Co-PI	SSHRC Partnership Grant, LOI	Developing Frameworks for Assessing and Supporting Children's Oral Language and Writing Development in Northern Communities	\$20,000
2012	Co-Investigator	SSHRC Partnership Grant	Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning across Disciplines	\$2,432,935
2012	PI	SSHRC Institutional Grant	A Mixed Methods Investigation into the Role of Cognitively Diagnostic Feedback (CDF) on Young ELLs' Cognition and Goal Orientations	\$1,900
2011	Co-PI	Federation of Libraries Association	Impact of the Every Child Ready to Read Program on Early	\$36,171

			Literacy Development and Family Literacy Interactions	
2011	Co-PI	OISE Research Development Grant	Pedagogy and Assessment for ELL and Aboriginal Children's Early Literacy and Oral Language Development Through Play in Kindergarten Classrooms	10,000
2011	Co-Investigator	SSHRC Partnership Grant (LOI)	Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning across Disciplines	20,000
2010	PI	Ontario Ministry of Education	Empirical Calibration and Validation of the STEP Proficiency Descriptor Scales	\$107,800
2010	Co-Investigator	SSHRC MCRI (LOI)	Technology Rich Learning Environments: Supporting Learning Across Disciplines	\$20,000
2010	PI	SSHRC Institutional Grant	Supporting Learning Through Technology Rich Assessment Environments	\$2,310
2007	PI	Inquiry into Practice: A Focus on Literacy and Numeracy Grant	Using Think-alouds to Understand Students' Cognitive Strategy Use	\$5,000
2010	Collaborator	Social Sciences and Humanities Research Council	Can Schools Operate as Knowledge-Creating Communities? A Multi-Nation Investigation	\$74,922
2009	PI	Social Sciences and Humanities Research Council	Investigating Elementary School Students' Literacy Skill Profiles Using Cognitive Diagnostic Assessment	\$119,260
2008	PI	Toronto District School Board	The Role of Community Outreach in the TDSB Model Schools	\$71,250
2008	Co-PI	Ontario Ministry of Education	Validation of Steps to English Proficiency	\$96,000
2007	PI	SSHRC Institutional Grant	Researching Children's Cognition	\$2,850

2007	Co-Investigator (CI)	Canadian Language and Literacy Research Network	Research Literacy Attainment Among Newcomer Students	\$30,770
2006	PI	Dean's Office Research Development Grant, OISE/ UT	Developing Students' Skill Profiles Using Cognitive Diagnosis Modeling	\$7,500
2006	PI	Connaught New Staff Matching Grant, University of Toronto	Longitudinal effects of formative diagnosis feedback	\$25,000
2005	PI	Connaught Start-up Grant, University of Toronto	Exploring Junior Students' Reading Strategies	\$10,000

Application

Year	Role	Source	Title	Amount
2020	PI	Ontario Together, Government of Ontario	BalanceAI: Keeping Ontario Elementary School Students on Academic Track	\$390,800
2020	CI Chris PI (Chris Parshuram, Christina Martratta @ SickKids Hospital)	CIHR Grant	Evaluating vulnerable phases of paediatric care: Medications, hospital Environments, Related Adverse events, Later educational outcomes & Death (EMERALD)	
2019	CI Jason PI (Jason Harley @ McGill Univ.)	SSHRC Insight Development Grant	Advancing educational theory, assessment, and practice in collaborative regulatory learning situations	\$198,774
2019	Test design PI	CCMEC	Developing Pan-Canadian Language Competence Standards-based Assessment	\$99,660

Graduate Supervision

Graduate Supervision Completed**PhD**

1. Clarissa Lau (PhD). The complexity of young learners: Rethinking assessment methodologies to model, 2020.
2. Jeanne Sinclair (PhD). Using machine learning to predict children's reading comprehension from lexical and syntactic features, 2019.
3. Edith vander Boom (PhD). A cognitive view of reading comprehension profiles: Do early adolescent students with learning disabilities have distinctive patterns of skill development? Committee members: Drs. Rhonda Martinussen and Xi Chen. 2015-2017.
4. Maggie Dunlop (PhD). Determining optimum individualized feedback for computer-based diagnostic assessment. Committee members: Drs. Alister Cumming and Jim Slotta. 2011-2017.
5. Maryam Wagner (PhD). The centrality of cognitive diagnostic assessment feedback for advancing secondary school ESL students' writing: A mixed methods study. Committee members: Jim Cummins and Alister Cumming, 2007-2015.
6. Zhimei Gu (PhD). Utilizing diagnostic information from MC distracters for diagnostic purposes. Committee members: Ruth Childs and Richard Wolfe. September 2011.
7. Youn-Hee Kim (PhD). An argument-based validity inquiry into empirically-derived descriptor-based diagnostic assessment in ESL academic writing. Committee members: Ruth Childs and Sharon Lapkin. 2007-2010.
8. Tom Miller (PhD). Investigating elementary teachers' perceptions of their experiences with Ontario's Teacher Performance Appraisal System. Co-supervised by Dr. Sharon Lapkin. Committee member: Dr. Jim Ryan. August 2009.
9. Dawn Pollon (PhD). Determining the characteristics of school success in multilingual urban schools facing challenging circumstances. Committee members: Doug McDougall and Ruth Childs. September 2009.

MA

10. Samantha McCormick (MA). A latent profile analysis of elementary school students' story retelling ability, Committee member, Becky Xi Chen, 2020.
11. Christine Barron (MA). Longitudinal investigation into the role of reading self-concept on reading achievement for English as a first language and English language learners. Committee member, Esther Geva, 2019.
12. Karen Coetzee (MA). The potential for using large scale assessment results to produce profiles of learners' strengths and weaknesses in the knowledge and skills of mathematics. September 2016.
13. Megan Vincett (MA). Exploring Ontario's secondary school reading achievement gap: A longitudinal examination of contributing factors to the academic and applied literacy divide.
14. Yehbeen Yang (MA). Differential reading comprehension skill mastery patterns of immigrant and domestic students of various home language environments. September 2015.
15. Martha McGloin (MA). An investigation into achievement gaps among Ontario elementary school students from different linguistic backgrounds. September 2011.
16. Jesse Black-Allen (MA). Teachers' preparedness to teach English language learners (ELLs) with exceptionalities in inclusive regular classrooms. January 2011.
17. Paul Quinn (MA). Two Japanese language tourists' general experience of spoken output. January 2008.

Graduate Supervision in Progress

PhD

1. Megan Vincett. Children's oral language development.
2. Bruce Russell (Flex PhD). Supporting international undergraduate students' language needs for success.
3. Hyunah Kim. Assessing heritage language development for Korean immigrant students.
4. Adam Donato. Impact of anxiety on executive functioning in aggressive children.
5. Melissa Hunte. Children's EF and SRL development. Effect of think alouds.
6. Christine Barron. Tracking children's self concepts in elementary years.
7. Lois Maplethorpe (Flex PhD). Supporting children's metacognitive development through literature.
8. Andrea Zians (co-supervision, Flex PhD). Supporting students with assistive technologies in higher education. Co-supervised with Todd Cunningham.

Supervision of Qualifying Research Paper (ORP)

1. Stephanie Kim (MA). Profiling ELLs with exceptionalities.
2. Elizabeth Larson (MA). Dimensionality of CELPIP language tests.
3. Anna Cassar (PhD). Investigating the effects of a game-based approach in teaching word recognition and spelling to LD students with attention issues. Fall 2006.

Comprehensive Exam Supervision

1. Lois Maplethorpe, Libraries and Literacy Alive Project
2. Lisa Baker-Worthman, Provincial Autism Intervention Project
3. Andrea Zians, Effect of Assistive Technologies
4. Christine McCaw, Workplace Violence Prevention
5. Lisa Phyllis, Participants' perceptions of the impact of *Raising the Bar Peel* on quality, accessibility and equity of early learning and care in Peel
6. Christie Barron, TDSB's French Immersion program evaluation project
7. Bruce Russell, Faculty of Engineering's Engineering Communication Program (ECP)
8. Nicole Larson. Tracking math achievements among elementary school students 2019.
9. Hanna Wickstrom, Effect of IEP on Math Achievement Patterns
10. Ellen Fesseha. Understanding student trajectories of performance on standardized math tests: What is the role of language and literacy? 2019
11. Zhenhua Xu. The role of math self-efficacy in the structural model of extracurricular technology-related activities (TRAs) and junior elementary school students' mathematics ability. 2015.
12. Ruth Lee. Young children's symbolic media environments: a latent class analysis. 2015.
13. Inbal Gral-Azulay. A validation study of morphological awareness in emerging English-Hebrew bilingual children. 2014

Graduate Committee Membership (Completed)

PhD

1. Scott Mealey. Recollections of a spectator. Style, familiarity, and attitudinal change in the study of theatre spectatorship. Supervised by Kathleen Gallagher, 2016- 2020.

2. Tamara Kornacki. Pathways to resilience: bolstering the academic performance of economically disadvantaged urban adolescents who are English-Second Language learners supervised by Dr. Esther Geva, 2019.
3. Zohrah Haqanee. Education outcomes for justice involved youth: Exploring paths to rehabilitation. Supervised by Michele Peterson-Badali, 2019.
4. Shiming Huang. Internal structure of a youth forensic risk assessment instrument, the Youth Level of Service/Case Management Inventory. Supervised by Michele Peterson-Badali, 2019.
5. Genevieve Mackensie. Reading Comprehension among Adolescents: Drawing From The Simple View of Reading. Supervised by Dr. Rhonda Martinussen, 2014-2018.
6. Angelica Galante. Exploring the impact of plurilingual education on adult EAP learners' linguistic and cultural repertoire: A comparative study. Supervised by Dr. Enrica Piccardo. 2015-2018.
7. Edgar Valencia Acuna. Reponse bias in student evaluation of teaching. Supervised by Dr. Tony Lam. 2017.
8. Kristy Timmons. The influence of educator and child expectations on kindergarten children's learning outcomes, supervised by Dr. Janette Pelletier, 2017.
9. Nathalie Rothschild (PhD candidate). Evaluation of Kindergarten full-day French immersion programs. Supervised by Dr. Pelletier, 2012-2017.
10. Clarisa Markel. Child-based non-pharmacological interventions for children and youth with ADHD: A systematic review. Supervised by Dr. Judith Wiener, 2013-2016.
11. Martha Trahey. Form-focused instruction and the adolescent newcomer. Supervised by Dr. Nina Spada, 2011-2016.
12. Anna Cassar. Investigating the dyslexic profiles of Cantonese students in a character language writing system, supervised by Dr. Becky Chen, 2015.
13. Lynne Hollingshead. DIF analyses between groups when group size and ability distributions differ, supervised by Dr. Ruth Childs, 2015.
14. Soyeon Kim. Color vision and its mechanisms in college students with attention deficit hyperactivity disorder, 2014.
15. Inbal Gral-Azulay. Emerging phonological and morphological skills in emerging English-Hebrew bilinguals. 2015.
16. Chirag Variawa. Examining the language of engineering education. Supervised by Dr. Susan McCain, 2011-2014.
17. Daphne Lin. Collaborative writing in a computer-supported classroom: Processes and differences in writing performance, self-assessments, and attitudes, Supervised by Dr. Alister Cumming, 2011-2014.
18. Sarah Munce. Considerations for self-management support for individuals with spinal cord injury. Supervised by Dr. Susan Jaglal, December 2010-2014.
19. Choongil Yoon. Using web concordancing and Internet-based reference resources as writing assistance: A mixed methods study of Korean ESL graduate students. Supervised by Dr. Alister Cumming, September 2011-2014.
20. Mahshid Azimi. Predicting Reading Comprehension in English Language Learners: The Contributions of First and Second Language factors, Supervised by Dr. Geva, 2012-2014.
21. Bryan Wright (PhD candidate). Peace education: Imagining a future in the aporea of the university. Supervised by Dr. Peter Trifonas, 2009-

22. Jingshun Zhang (PhD). Cognitive diagnostic assessment for missing data. Supervised by Dr. Ruth Childs. 2009-2012.
23. Yihua Hong (PhD). Impact of high-stakes standardized testing on student academic improvement. Supervised by Dr. Guanglei Hong. November, 2011.
24. Hana El-Fiki (PhD). Teaching approaches and sources of change: Perceptions of EFL and English medium school teachers in Egypt. Supervised by Dr. Antoinette Gagne. September, 2011.
25. Kirk Perris (PhD). Online learning in the open university systems of India and China: A comparison of responses to globalization. Supervised by Dr. Ruth Hayhoe. 2011.
26. Saad Chahine (PhD). Validity of diagnostic use of a large-scale test. Supervised by Dr. Ruth Childs. 2011.
27. Kristin Main (PhD). The role of literacy pedagogy in meaning making. Supervised by Dr. Shelley Peterson. 2008-2010.
28. Vanessa Peters (PhD). Scripting individual and collaborative learning activities within a knowledge building framework. Supervised by Jim Slotta. September 2010.
29. Ann McIlmoyle (PhD). Enacting project-based inquiry in secondary school science: Teachers' beliefs, barriers and meaningful program support. Supervised by Dr. Erminia Pedretti. September 2010.
30. Antonella Valeo (PhD). The integration of language and content: Form-focused instruction in a content-based language program. Supervised by Dr. Nina Spada. 2010.
31. Geoff Lawrence (PhD). The culutral dimension in international language teacher preparation: An analysis of teacher beliefs and experience. Supervised by Dr. Antoinette Gagne. 2010.
32. Yunmei Xu (PhD). Examination of the accuracy of longitudinal national results obtained from international educational assessment: The case of countries with low achievement. Supervised by Richard Wolfe. 2009.
33. Kristin Snoddon (PhD). The ASL parent-child mother goose program: Action research with an early family ASL literacy program, Supervised by Jim Cummins. April 2009.
34. Almina Pardhan (PhD). The influence of women kindergarten teachers' gender histories and beliefs on children's' gender socialization in school in Pakistan, Supervised by Dr. Jannette Pelletier. April 2009.
35. Anne Wong (PhD). Anesthesia in Thailand and Canada: A comparative case study of two residency programs, Supervised by Dr. Ruth Hayhoe. April 2009.
36. Adele Lafrance (PhD). Early predictors of later spelling abilities in EL1 and ELL learners: A 6-year longitudinal study, Supervised by Esther Geva. April 2006.
37. Noriko-Yabuki-Soh (PhD). Investigating the role of form-focused instruction in Japanese-as-a-foreign language classrooms, Supervised by Dr. Sharon Lapkin. April 2007.
38. Eileen Schwartz (EdD). Elementary classroom teachers' epistemological beliefs about the nature of knowledge, knowing and learning and their practices with students with disabilities in their inclusive classroom, Supervised by Anne Jordan. December 2008.

MA

1. Stephanie Buono (MA). The effect of social cognition and emotional experience on performance during a narrative storytelling task. Supervised by Dr. Earl Woodruff. Completion: 2017.

2. Adam Donato (MA). Impact of anxiety on executive functioning in aggressive children. Supervised by Kang Lee, 2017-2018.
3. Sophie Gravel (MA). A sociocultural perspective in a summer French language immersion programme. Supervised by Dr. Normand Labrie. April 2009.
4. Nenad Radakovic (MA). Elementary school students' understanding of randomness. Supervised by Dr. Doug McDougall. January 2009.
5. Susan Elgie (MA). Student achievement on the Ontario Secondary School Literacy Test: A focus on immigrant students. Supervised by Dr. Richard Wolfe. 2008.
6. Mahshid Azimi (MA). Development of morphological spelling strategies in second language learners with and without learning disability. Supervised by Dr. Esther Geva. April 2008.

Graduate Committee Membership (in Progress)

PhD

1. Sasha Allen, Cognitive dysfunction and metacognition in the addictions, Supervisor, Abby Goldstein
2. Browyn Lamond, Understanding student and teacher perceptions of assistive technologies, Supervisor, Todd Cunningham
3. Lisa Phyllis, Participants' perceptions of the impact of *Raising the Bar Peel* on quality, accessibility and equity of early learning and care in Peel, Supervisor, Todd Cunningham
4. Stephanie Buono, Affordances for academic writing support: Perspectives of plurilingual international Master of Education students. Supervisor Antoniette Gagne
5. Nina Sokolovic, Program evaluation. Supervisor Jenny Jenkins
6. Preetinder Narang. Effect of Behavioural Technician Training on Paraprofessionals in British Columbia Public Schools. Supervised by Katreena Scott, 2017-.
7. Zhenhua Xu. Examining learners' emotions across two computer-mediated learning environments. Supervised by Earl Woodruff, 2016-.
8. Diane Barbaric. Value of outbound student mobility. Supervised by Dr. Glen Jones. 2015-.

Internal Examiner for Final Oral Exams

1. Sheila Cira Chung (PhD). Becoming bilingual readers: Examining orthographic processing in learning to read English and French. Supervised by Xi Chen, 2018.
2. Sandra Newton (PhD). The Living with Sickle Cell Questionnaire: Psychometric Properties of a New Disease-Specific Self-Report Measure of Health-Related Quality of Life for Pediatric Sickle Cell Disease. Supervised by Dr. Ruth Childs, 2017.
3. Dillon Browne (PhD). Social disadvantage gets inside the family: Examining biopsychological family processes in the emergence of developmental health inequalities. Supervised by Dr. Jennifer Jenkins, 2016.
4. Poh Wee Koh (PhD). Lexical knowledge and bilingual reading: Within- and cross-language associations of paradigmatic and syntagmatic knowledge in English and Mandarin. Supervised by Dr. Becky Xi Chen, 2016.
5. Nadia D'Angelo (PhD). Understanding the language bases of poor reading comprehension in English and French. Supervised by Dr. Becky Xi Chen, 2016

6. Pauline Sestito-O'Brien (PhD). Mental health counseling in family health teams: A narrative inquiry. Supervised by Dr. Suzanne Stewart, 2016.
7. Karne Auyeung (PhD). Vocabulary development of bilingual adolescents: The effects of first language background and language learning context. Supervised by Dr. Becky Xi Chen, 2015.
8. Maggie Clarke (PhD). The examination of changes in dynamic risk factors and recidivism over time in youth offenders. Supervised by Dr. Michele Peterson-Badali, 2015.
9. Soyeon Kim (PhD). Color vision and its mechanism in college students with attention deficit hyperactivity disorder. Supervised by Dr. Rosemary Tannock, 2015.
10. Nancy Wise (PhD). Phonological awareness training for struggling readers in grade 1 French immersion. Supervised by Dr. Becky Xi Chen, 2014.
11. Brian Wright (PhD). Peace education: Imag(e)(in)ing a future in the Aporea of the university. Supervised by Dr. David Booth, 2013.
12. Paul Quinn (PhD). Delayed versus immediate corrective feedback on orally produced passive errors in English. Supervised by Dr. Nina Spada, 2013.
13. Adrian Pasquarella (PhD). Reading comprehension in adolescent bilinguals. Supervised by Dr. Becky Xi Chen, 2014.
14. Mahammed Al-Alawi (PhD). Decision making during assessment of English writing in a University context in the Sultanate of Oman. Supervised by Alister Cumming, 2013.
15. Anita Lam (PhD). Changes in school results in EQAO assessments from 2006 to 2010. Supervised by Dr. Ben Levin, 2012.
16. Seung Won Jun (PhD). Developing self-regulated learning skills to overcome lexical problems in writing: Case studies of Korean ESL learners. Supervised by Dr. Cumming, March 2012.
17. Li-Ju Shiu (PhD). EFL learners' perceptions of grammatical difficulty in relation to second language proficiency, performance and knowledge. Supervised by Nina Spada, November 2010.
18. Christian Chun (PhD). Discourse Itineraries in an EAP Classroom: A Collaborative Critical Literacy Praxis. Supervised by Normand Labrie, September 2010.
19. Ruth Beatty (PhD). Assessing a Research/PD Model in Patterning and Algebra. Supervised by Dr. J. Moss, June 2010.
20. Monique Herbert (PhD). Trajectories and transitions: Exploration of gender similarities and differences in offending. Supervised by Dr. Ruth Childs, September 2009.
21. Khaled Barkaoui (PhD). Effects of scoring method and rater experience on ESL essay rating processes and outcomes. Supervised by Dr. Alister Cumming, June 2008.
22. Chih-Min Shih (PhD). Perceptions of the general English proficiency test and its washback: A case study at two Taiwan Technological Institutes. Supervised by Normand Labrie. 2006.
23. Zahra Sana Hazari (PhD). Gender differences in introductory university physics performance: Determining the influence of high school physics preparation and affect. 2006.
24. Barnabas Emenogu (PhD). The effects of missing data treatment on Mantel-Haenszel detection. Supervised by Ruth Childs. 2006.
25. Olesya Falenchuk (PhD). A study of polytomous IRT models. Supervised by Ruth Childs. 2006.
26. Sheila Mawji (EdD). A comparison of rating scales in scoring competency assessments. Supervised by Ruth Childs. 2006.
27. Marian Fushell (PhD). Comparing methods for identifying suspect items and item bundles in a multidimensionality-based DIF analysis approach. Supervised by Ruth Childs. 2006.
28. Jia Li (PhD). Orientations to English academic language learning among Chinese English language learning students in a technology-supported learning environment, December 2006.

External Committee/Examiner for Other Universities

1. Peter Smith (PhD). Understanding the variation in writing achievement on the writing component of the secondary entrance assessment. University of the West Indies, Republic of Trinidad and Tobago, 2019.
2. Bai Ying (PhD). Test-takers' view of a high-stakes test and their effect on test performance. Supervised by Tim Mcnamara, The University of Melbourne, Australia. 2016
3. Junli Wei (PhD). Improving language test items using cognitive diagnosis modeling. Supervised by Melissa Bowles, The University of Illinois at Urbana Champaign. 2016.
4. Christian Colby (PhD). Using "Assessment for Learning" practices with pre-university level students as a second language: A mixed methods study of teacher and student performance and beliefs. Supervised by Carolyn Turner, McGill University, December 2010.
5. John Haggerty (MA). The polarizing effects of high-stakes testing on young ELLs: Exploring L2 motivations and L2 test validity in South Korea. Supervised by Janna Fox, Carlton University, January 2011.
6. Jiawen Zhou (PhD). Estimating attribute-based reliability in cognitive diagnostic assessment. Supervised by Mark Gierl, University of Alberta, September 2009.

Undergraduate Research Opportunity Program (ROP) Supervision

1. Ami Baba, 2013-2014
2. Samantha Dobski, 2014-2015
3. Weiyu Bian, 2014-2015
4. Ji Sim, 2014-2015

Publications

Books/Monographs

Jang, E. E., Kim, H., *Vincett, M., *Barron, C., & *Russell, B. (2019). *Improving IELTS reading test score interpretations and utilisation through cognitive diagnosis model-based skill profiling*. IELTS Research Reports Online Series, No. 2. British Council, Cambridge Assessment English and IDP: IELTS Australia. ISSN 2201-2982

Jang, E. E. (2017). *Personalized feedback in ELT digital materials*. Cambridge University Press.

Jang, E. E. (2014). *Focus on assessment*. Oxford University Press.

^Shewbridge, C., Jang, E. E., ^Matthews, P., & ^Santiago, P. (2011). *OECD Reviews on evaluation and assessment in education: Denmark*. OECD.

Chapters in Books

1. Jang, E. E., & Sinclair, J. (forthcoming). Diagnostic assessment in classrooms. In G. Fulcher & L. Harding (Eds.), *The Routledge handbook of language testing in a nutshell* (2nd Ed.). Abingdon, England: Routledge.
2. *Sinclair J., Jang E.E., ^Azevedo R., *Lau C., ^Taub M., ^Mudrick N.V. (2018) Changes in Emotion and Their Relationship with Learning Gains in the Context of MetaTutor. In: Nkambou R., Azevedo R., Vassileva J. (eds) *Intelligent tutoring systems*. ITS 2018. Lecture Notes in Computer Science, vol 10858. Springer, Cham.
3. Jang, E. E., *Vincett, M., *vander Boom, E., *Lau, C., & *Yang, Y. B. (2017). Considerations for innovative young learner assessment design and use. In M. K. Wolf & Y. G. Butler (Eds.), *English language proficiency assessments for young learners* (pp. 193-213). London, UK: Routledge Taylor & Francis Group.
4. Jang, E. E. (2016). Cognitive aspects of language assessment through reading processes. In E. Shohamy & I. Or (Eds.), *The encyclopedia of language and education, Vol. 7 (1-15)*. Springer.
5. Jang, E. E., & *Wagner, M. (2014). Diagnostic feedback in language classroom. In A. Kunnan (Ed.), *Companion to language assessment, Vol. II* (pp. 693-711). Wiley-Blackwell.
6. Jang, E. E. (2013). Mixed methods research in SLA. In P. Robinson (Ed.), *The Routledge encyclopedia of SLA* (pp. 429-431). NY: Routledge.
7. Jang, E. E. (2012). Diagnostic assessment in classrooms. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing in a nutshell* (pp. 120-134). Abingdon, England: Routledge.
8. Jang, E. E. (2011). An overview of educational policy initiatives for success for all in Ontario. In T. Sung (Ed.), *Research report on support for underachieved students, ORM 2011-19-2* (pp. 123-129). Seoul, Korea: Korea Institute for Curriculum and Evaluation.
9. Jang, E. E. (2011). Developing conditions for success for all students: Lessons learned. In T. Sung (Ed.), *Research report on support for underachieved students, ORM 2011-19-2* (pp. 136-149). Seoul, Korea: Korea Institute for Curriculum and Evaluation.
10. Jang, E. E. (2011). Closing literacy achievement gaps through innovative assessment practice. In T. Sung (Ed.), *Research report on support for underachieved students, ORM 2011-19-2* (pp. 163-175). Seoul, Korea: Korea Institute for Curriculum and Evaluation.
11. ^Kunnan, A., & Jang, E. E. (2009). Diagnostic feedback in language testing. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 610-625). Blackwell Publishing.
12. Jang, E. E. (2009). Using think-aloud protocols to understand elementary school students' cognitive strategy use in literacy and numeracy tasks. In C. Rolheiser (Ed.), *Partnerships for professional learning: Literacy and numeracy initiatives* (pp. 34-42). Toronto, ON: OISE Initial Teacher Education Program.

13. Roussos, L., DiBello, L., Henson, R., Jang, E. E., & Templin, J. (2009). Skills diagnosis for education and psychology with IRT-based parametric latent class models. In S. E. Embretson & J. Roberts (Eds.), *New directions in psychological measurement with model-based approaches* (pp. 35-69). Washington, DC: American Psychological Association.
14. Jang, E. E. (2008). A framework for cognitive diagnostic assessment. In C. A. Chapelle, Y.-R. Chung, & J. Xu (Eds.), *Towards adaptive CALL: Natural language processing for diagnostic language assessment* (pp. 117-131). Ames, IA: Iowa State University.

Papers in Refereed Journals

1. Russell, B., Barron, C., Kim, H., & Jang, E. E. (under review). Test score interpretation: international student challenges with postsecondary language demands. Submitted to *TESOL Quarterly* (Submission date: June 2020)
2. Sinclair, J., Jang, E. E., & Rudzicz, F. (Revise and resubmit). Using Machine Learning to Predict Children's Reading Comprehension from Linguistic Features Extracted from Speech and Writing. *Journal of Educational Psychology* (Submission date: August 15, 2020).
3. *Buono, S., & Jang, E. E. (forthcoming). The effect of linguistic factors on assessment of English language learners' mathematical ability: A differential item functioning analysis. Submitted to *Educational Assessment* (Submission date: July, 2020).
4. *Wickstrom, H., *Fesseha, E., & Jang, E. E. (2020). The relation between individual education plans, testing accommodations, and math achievement: A latent class analysis. *Canadian Journal of Science, Mathematics and Technology Education*. <https://doi.org/10.1007/s42330-020-00088-5>
5. Huang, S., Peterson-Badali, M., Jang, E. E., & Skilling, T. (Accepted). Evaluation of Measurement Invariance of the Youth Level of Service/ Case Management Inventory (YLS/CMI) Across Indigenous and Non-Indigenous Youth through Item Response Theory. *Criminal Justice and Behaviour* (Jan. 3, 2020).
6. Cloude, E., Azevedo, R., Winne, P., Biswas, G., & Jang, E. E. (Under review). SPARC: A system built to assist interdisciplinary researchers synchronize, process, analyze, recognize, and conceptualize multimodal process data. *British Journal of Educational Technology* (December 2019).
7. Hunte, M., McCommermick, S., Shah, M., Lau, C., & Jang, E. E. (under review). Automated scoring of children's story retelling using state-of-the-art NLP models. Paper submitted to Language Testing (Submission date: July 2020).
8. *Kim, H., *Barron, C., *Sinclair, J., & Jang, E.E. (in press). Dynamic home language-based multi-group growth curve modeling of literacy development trajectories. Submitted to *Special*

issues in *Language Testing*. <https://doi.org/10.1177/0265532220930348>

9. *Fesseha, E., *Wickstrom, H., & Jang, E. E. (2020). Investigating math achievement patterns over time among Ontario elementary school students with different language and literacy characteristics. *Canadian Journal of Education/Revue canadienne de l'éducation*, 43(2), 548-581. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4037>
10. *vander Boom, E., & Jang, E. E. (2019). The effects of holistic diagnostic feedback intervention on improving struggling readers' reading skills. *Journal of Teaching and Learning*, 12(2), 54-69.
11. *Sinclair, J., Jang, E. E., & *Vincett, M. (2018). Investigating linguistically diverse adolescents' literacy trajectories using latent transition modeling. *Reading Research Quarterly*, 54(1), 81-107.
12. Jang, E. E., & *Sinclair, J. (2018). Ontario's educational assessment policy and practice: a double-edged sword? *Assessment in Education: Principles, Policy & Practice*, 25(6), 655-677.
13. Jang, E. E., Lajoie, S. P., *Wagner, M., *Xu, Z., ^Poitras, E., & Naismith, L. (2017). Person-Oriented Approaches to Profiling Learners in Technology-Rich Learning Environments for Ecological Learner Modeling. *Journal of Educational Computing Research*, 55(4), 552-597.
14. ^Shute, V., Leighton, J.P., Jang, E.E., & *Chu, M-W. (2016). Advances in the science of assessment. *Educational Assessment*, 21(1), 1-27.
15. *Munce, S., Webster, F., Fehlings, M., Straus, S., Jang, E., & Jaglal, S. (2016). Meaning of self-management from the perspective of individuals with traumatic spinal cord injury, their caregivers, and acute care and rehabilitation managers: An opportunity for improved care delivery. *BMC Neurology*, 16(1).
16. *Stille, S., Jang, E. E., & *Wagner, M. (2015). Building teachers' assessment capacity for supporting English language learners through the implementation of the STEP language assessment in Ontario K-12 schools. *TESL Canada Journal*, 32(9), 1-23.
17. *Munce, S., Straus, S., Fehlings, M., Voth, J., Nugaeva, N., Jang, E. E., Webster, F., & Jaglal, S. (2015). Impact of psychological characteristics in self-management in individuals with traumatic spinal cord injury. *Spinal Cord*, 1-5.
18. Jang, E. E., Cummins, J., *Wagner, M., *Stille, S., *Dunlop, M., & *Starkey, J. (2015). Assessing school-aged English language learners in Ontario curriculum learning contexts using Steps to English Proficiency. *Language Assessment Quarterly*, 12(1), 87-109.
19. Jang, E. E., *Dunlop, M., *Park, G., & *van der Boom, E. (2015). Mediation of goal orientations and perceived ability on junior students' responses to diagnostic feedback. *Language Testing*, 32(3), 299-316.

20. Jang, E. E., *Wagner, M., & *Park, G. (2014). Mixed methods research in language testing and assessment. *Annual Review of Applied Linguistics*, 34, 1-31.
21. ^Botelho, M. J., Kerekes, J., Jang, E. E., & Stagg-Peterson, S. (2014). Assessing multiliteracies: mismatches and opportunities. *Language and Literacy*, 16(1), 1-20.
22. *Munce, S., Fehlings, M.G., Straus, S.E., Nugaeva, N., Jang, E. E., Webster, F., & Jaglal, S.B. (2014). Views of people with traumatic spinal cord injury about the components of self-management programs and program delivery: A Canadian pilot study. *BMC Neurology*, 14(209), 1471-2377.
23. *Munce, S., Webster, F., Fehlings, M. G., Straus, S., Jang, E. E., & Jaglal, S. B. (2014). Perceived facilitators and barriers to self-management in individuals with traumatic spinal cord injury: A qualitative descriptive study. *BMC Neurology*, 14(48), 1-12.
24. *Munce, S., Perrier, L., Tricco, A., Straus, S., Fehlings, M. G., Kastner, M., Jang, E., Webster, F., & Jaglal, S. B. (2013). Impact of quality improvement strategies on the quality of life and well-being of individuals with spinal cord injury: a systematic review protocol. *Systematic Reviews*, 2(14). doi:10.1186/2046-4053-2-14
25. Jang, E. E., *Dunlop, M., *Wagner, M., *Kim, Y.-H., & *Gu, Z. (2013). Elementary school ELLs' reading skill profiles using cognitive diagnosis modeling: Roles of length of residence and home language environment. *Language Learning*, 63(3), 400-436.
26. Stagg-Peterson, S., Jang, E. E., Jupiter, C., & *Dunlop, M. (2012). Preschool early literacy programs in Ontario public libraries. *Partnership: the Canadian Journal of Library and Information Practice and Research*, 7(2), 1-21.
27. *Chun, C., & Jang, E. E. (2012). Dialogic encounters with early readers through mediated think-alouds. *Language and Literacy*, 14(3), 61-82.
28. Jang, E. E., Wagner, M., & Stille, S. (2011). Issues and challenges in using English proficiency descriptor scales for assessing school-aged English language learners. *Cambridge Research Notes*, 45, 8-14.
29. Jang, E. E., *Wagner, M., & *Stille, S. (2010). A democratic evaluation approach to validating a new English language learner assessment system: The case of Steps to English Proficiency. *English Language Assessment*, 4, 35-50.
30. *Cassar, A. G., & Jang, E. E. (2010). Investigating the effects of a game-based approach in teaching word recognition and spelling to LD students with attention issues. *Australian Journal of Learning Difficulties*, 15(2), 193-211.
31. Jang, E. E. (2010). Demystifying a Q-matrix for making diagnostic inferences about L2 reading skills: The author responds. *Language Assessment Quarterly*, 7, 116-117.

32. Jang, E. E. (2009). Demystifying a Q-matrix for making diagnostic inferences about L2 reading skills. *Language Assessment Quarterly*, 6, 210-238.
33. Jang, E. E., & Roussos, L. (2009). Integrative analytic approach to detecting and interpreting L2 vocabulary DIF. *International Journal of Testing*, 9(3), 238-259.
34. Jang, E. E. (2009). Cognitive diagnostic assessment of L2 reading comprehension ability: Validity arguments for applying Fusion Model to LanguEdge assessment. *Language Testing*, 26(1), 31-73.
35. *Kim, Y-H, & Jang, E. E. (2009). Differential functioning of reading subskills on the OSSLT for L1 and ELL students: A multidimensionality model-based DBF/DIF approach. *Language Learning*, 59(4), 825-865.
36. Jang, E. E., McDougall, D. E., *Herbert, M., *Pollon, D., & *Russell, P. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. *Journal of Mixed Methods Research*, 2, 221-247.
37. Jang, E. E., & Roussos, L. (2007). An Investigation into the dimensionality of TOEFL using conditional covariance-based nonparametric approach. *Journal of Educational Measurement*, 44(1), 1-21.
38. Peterson, S. S., ^Botelho, M. J., Jang, E. E., & Kerekes, J. (2007). Writing assessment: what would multiliteracies teachers do? *Literacy Learning: the Middle Years*, 15(1), 29-35.
39. ^Ching, C. C., ^Basham, J. D., & Jang, E. E. (2005). The Legacy of the digital divide: Gender, SES, and early exposure as predictors of full-spectrum technology use among young adults. *Urban Education*, 40(4), 394-411.
40. ^Schwandt, T., & Jang, E. E. (2004). Linking validity and ethics in language testing: Insights from the hermeneutic turn in social science. *Studies in Educational Evaluation*. 30(4), 265-280.
41. Jang, E. E., & ^Ryan, K. (2003). Bridging gaps among curriculum, teaching and learning, and assessment. *Journal of Curriculum Studies*, 35(4), 499-512.

Manuscripts under Review

1. Barron, C., & Jang, E. E. Longitudinal investigation of the reciprocal relationship between reading self-concept and reading achievement of EL1 and ELLs. To be submitted to *Journal of Educational Psychology*.
2. Wickstrom, H., & Jang, E. E. A latent class analysis of elementary students' mathematics achievement: Understanding the role of twelve specific exceptionalities.

3. Larson, N., & Jang, E. E. Multi-level investigation of the relationship between mathematics instructional approaches and students' academic achievement: Role of self-concept.
4. **Kim, H.**, Lee, W., & Jang, E. E. Process evaluation of Ontario's International Languages Elementary program: Perspectives from teachers and parents.
5. *Lau, C., & Jang, E. E. Triangulating linguistically diverse young readers' goal orientation with perceived parent goal orientations.
6. *Lau, C., *Vincett, M., & Jang, E. E. Seeking content validity through CDM applications to standards-based literacy assessment.
7. *Huang, S., Skilling, T., Peterson-Badali, M., & Jang, E. E. An Item Response Theory investigation of the Youth Level of Service/Case Management Inventory (YLS/CMI).

Papers in Refereed Conference Proceedings

1. *Lau, C., *Sinclair, J., ^Azevedo, R., ^Taub, M., & Jang, E. E. (2017). Transitioning self-regulated learning profiles in hypermedia-learning environments. LAK '17 Proceedings of the Seventh International Learning Analytics & Knowledge Conference (pp. 198-202). Vancouver, Canada.
2. Jang, E. E., & *Wagner, M. (2012, January). Maximizing the use of diagnostic feedback for learning. Proceedings of the Hawaii International Conference in Education, Honolulu, Hawaii.
3. Jang, E. E., & *Wagner, M. (2010, August). A democratic evaluation approach to validating a new English language learner assessment system: The case of Steps to English Proficiency. Proceedings of the 6th Annual KELTA conference (pp. 27-34). Seoul, Korea.
4. *Chun, C., & Jang, E. E. (2009). Mediated think-alouds: Early readers' 'linguaging' their thoughts on a reading task. Proceedings of the Language and Reading Comprehension for Immigrant Children (LARCIC), Toronto, Canada.
5. Jang, E. E., McDougall, D. E., *Herbert, M., *Pollon, D., & *Russell, P. (2007). Mixed-method research in the study of schools facing challenging circumstances. Hawaii International Conference in Education, (pp. 2389-2397). Honolulu, Hawaii.
6. Jang, E. E. (2007). Characteristics of vocabulary skills in reading comprehension tests: Differential item functioning. Proceedings of the 42nd Korea Association of Teachers of English International Conference, (pp. 336-342). Seoul, Korea.
7. Jang, E. E. (2005). Validating the effectiveness of reading skills diagnosis on teaching and learning. Proceedings of the 40th Korea Association of Teachers of English International Conference (pp.430-439). Seoul, Korea.

Non-Refereed Journal Articles/Podcast

1. Jang, E. E. (2020). Review of Sociocognitive foundations of educational measurement. *Language Testing* 0(0), 1-5.
2. Jang, E. E. (2015). Diagnostic language assessment. *Language Testing Bytes Issue 22*. Retrieved from <http://languagetesting.info/sage/podcasts/Diagnostic%20Language%20Testing.mp3>
3. Jang, E. E. (2014). Assessing English language learners in K-12 schools. *Education Matter*, 2(1), 72-80.
4. *Wagner, M., & Jang, E. E. (2013). Maximizing diagnostic feedback in second language classrooms. *Contact*, 39(1), 22-27.
5. *Starkey, J., & Jang, E. E. (2012). Assessing English language learners in content learning contexts. *Queen's Education Letter*, 14-16.
6. Jang, E. E. (2010). Thinking on think-alouds. *American Educational Research Association Division D Newsletter*, 19(2), 9.
7. Jang, E. E., & McDougall, D. E. (2007). Lessons learned from schools facing challenging circumstances. *ORBIT*, 36(3), 22-25.
8. Jang, E. E. (2007). Rethinking literacy assessment. *KATE Forum*, 31(3), 9-12.

Research and Technical Reports

1. Jang, E. E., *Kim, H., *Vincett, M., *Barron, C., & *Russell, B. (2018). Improving IELTS reading test score interpretations and utilization through cognitive diagnosis model-based skill profiling. A final report to Cambridge IELTS Joint-Research Grant Program, UK.
2. Jang, E. E., *Russell, B., *Larson, E., *Kim, H., *Barron, C., & *Donato, A. (2018). Improving IELTS reading test score interpretations and utilization through cognitive diagnosis model-based skill profiling. An Interim Report Submitted to Cambridge IELTS Joint-Research Grant Program, UK.
3. Jang, E. E., *Sinclair, J., *Vincett, M., & *Park, G. (2017). Advancing Ontario Adolescent Students' Disciplinary Literacy Competencies: A Field Research Report delivered to Ontario Ministry of Education, Ontario, Canada.
4. Jang, E.E., *Sinclair, J., & *Larson, E. J. (2017). Final report of OELPE test renewal and validation project. Prepared for Touchstone Institute Competency Evaluation, Toronto, Canada.
5. Jang, E. E., *Sinclair, J., *Vincett, M., *Stille, S., & *Park, G. (2017). Collaborative inquiry into pathways to adolescents' reading resilience. A field research report delivered to Ontario Ministry of Education, Ontario, Canada.
6. Jang, E. E., *Sinclair, J., & *Larson, E. (2016). Optometric English Language Proficiency Exam (OELPE) Speaking and Writing Test Specifications. Prepared for Touchstone Institute Competency Evaluation, Toronto, Canada.
7. Jang, E. E., *Sinclair, J., & *Larson, E. (2016). Optometric English Language Proficiency Exam (OELPE) Speaking and Writing Tests: Assessor Guidebook. Prepared for Touchstone Institute Competency Evaluation, Toronto, Canada.
8. *Dunop, M., & Jang, E. E. (2015). *Analysis of optometric English language proficiency exam (OELPE): Technical report*. Prepared for Touchstone Institute Competency Evaluation, Toronto, Canada.

9. *Stille, S., Jang, E. E., *Vincett, M., *Park, G., & *Lancia, G. (2015). *From struggling to resilient readers: supporting students to engage with persistent literacy challenges*. A research report to the Ministry of Education, Ontario, Canada.
10. *Stille, S., Jang, E. E., *Vincett, M., *Park, G., & *Lancia, G. (2015). *Disciplinary literacy*. A research report presented to the Ministry of Education, Ontario, Canada.
11. *Wagner, M., *Chen, M. Y., *Park, G., Stone, J., & Jang, E. E. (2014). *The CELPIP-General reading test statistical modeling of test taker skills: Technical Report No. CELPIP-2014-09-01*. Paragon Testing Enterprise, Vancouver, British Columbia, Canada.
12. *Starkey, J., *Dunlop, M., *Wagner, M., & Jang, E. (2013). Needs analysis: Language functions in the Glendon FSL for AP context. A research report to Glendon College of York University, Toronto, Ontario.
13. Jang, E. E., Wagner, M., Dunlop, M., & Starkey, J. (2012). Developing a framework for assessing French for academic purposes. A research report to Glendon College of York University, Toronto, Ontario.
14. Stagg-Peterson, P., & Jang, E. E. (2012). *Preschool Early Literacy Programs in Ontario Public Libraries*. A final report prepared for Federation of Ontario Public Libraries.
15. Stagg-Peterson, P., & Jang, E. E. (2012). *Preschool Early Literacy Programs in Ontario Public Libraries*. An interim report prepared for Federation of Ontario Public Libraries.
16. Jang, E. E., Cummins, J., *Wagner, M., *Stille, S., *Dunlop, M., & Starkey, J. (2011). *2011 Field Research: Steps to English Proficiency*. A final research report for Ontario Ministry of Education.
17. Jang, E. E., *Stille, S., *Wagner, M., *Lui M., & Cummins, J. (2010). *Investigating the Quality of STEP Proficiency Descriptors Using Teachers' Ratings*. Report for Ontario Ministry of Education.
18. Jang, E. E., *Wagner, M., *Wright, B., *Stille, S., *Kim Y.-H., & *Zhang, J. (2009). *Steps to English Proficiency (STEP) summer item writing workshop*. Report for the Literacy and Numeracy Secretariat, Ministry of Education, Ontario, Canada.
19. Cummins, J., Jang, E. E., *Clark, J. B., *Stille, S., *Wagner, M., & *Trahey, M. (2009). *Steps to English Proficiency (STEP): Validation study*. Final report for the Literacy and Numeracy Secretariat, Ministry of Education, Ontario.
20. Cummins, J., Jang, E. E., *Clark, J. B., *Stille, S., *Wagner, M., & *Trahey, M. (2009). *Steps to English Proficiency (STEP): Validation study*. Interim report for the Literacy and Numeracy Secretariat, Ministry of Education, Ontario.
21. McDougall, D. E., Gaskell, J., Flessa, J., Kugler, J., Jang, E. E., *Herbert, M., *Pollon, D., *Russell, P., & *Fantilli, R. D. (2006). *Improving student achievement in schools facing challenging circumstances*. Final report for the Literacy and Numeracy Secretariat, Ministry of Education, Ontario. Toronto, ON: Centre for Urban Schooling.
22. Jang, E. E. (2006). *A review of the Levels of Use (LoU) Survey System: On reliability and validity of LoU*. A technical report prepared for Dr. Barrie Bennett, OISE, Ontario, Canada.
23. ^Roussos, L. A., ^Henson, R. A., & Jang, E. E. (2005). *Simulation study evaluation of the Fusion Model system stepwise algorithm*. ETS Project Report, Princeton, NJ.
24. Jang, E. E., *Hood, L., *Walker K., *Barnett, E., & *Costantino, T. (2004). *Report of 2003 American Evaluation Association Conference Evaluation*. Evaluation report prepared for the American Evaluation Association Board and Executive Leadership.

25. Jang, E. E., *Tzur, K., & *Henson, B. (2004). Arpeggio manual. Unpublished technical manual. University of Illinois at Urbana-Champaign. ETS External Skills Diagnosis Research Group.

Conference Presentations

Invited Seminars/Workshops

1. Jang, E. E. (2019, April). Potential of machine learning approaches for advancing diagnostic language assessment. Keynote presentation at the 9th Canadian Association of Language Assessment (CALA) Symposium. Toronto, ON, Canada.
2. Jang, E. E., & *Sinclair, J. (2019, March). Advancing diagnostic language assessment through natural language processing-based machine learning approaches. Paper presented at the Colloquium, Assessing Young Learners' English Language Proficiency, AAAL, Atlanta, GA.
3. Jang, E.E., *Russell, B., *Kim, H., *Vincett, M., & *Barron, C. (January, 2019). Factors affecting student mental health and academic achievement. A talk presented to the U of T International Student Experience Advisory Committee, Toronto.
4. Jang, E.E., *Kim, H., *Vincett, M., & *Barron, C. (2018, December). International students' academic language and literacy competence and demands. A talk presented to U of T International Student Experience Advisory Committee, Toronto.
5. Jang, E. E. (2018, December). Talk to Me Juniors! Machine learning application to children's speech performance for preclinical diagnosis. SSHRC Connection Grant Conference @ McGill University, Montreal.
6. Jang, E. E. (2018, June). On person over variable in language assessment and program evaluation. A Plenary Talk Presented at 2018 AATK Conference, Toronto.
7. Jang, E. E. (2018, May). Integrative data analytics for multimodal SRL data. NSF HDR Workshop, Nashville, TN.
8. Jang, E. E. (2018, April). A way forward: Multi-channel multi-wave learner modeling in TREs, LEADS Annual Meeting, New York, NJ.
9. Jang, E. E. (2018, March). Integrative Mixed Methods Research Design and Analysis. Workshop presented at American Applied Linguistics Conference, Chicago, IL.
10. Jang, E. E. (2018, February). Multi-channel multi-wave learner modeling in TREs. NSF HDR Workshop, Raleigh, NC.
11. Jang, E.E., *Russell, B., *Larson, E., *Vincett, M., *Kim, H., & *Barron, C. (2018, January). Pathways to academic success and social integration among post-secondary multilingual students. A talk presented at OISE International Advisory Board Meeting, Toronto.
12. Jang, E. E. & *Sinclair, J. (2017, November). Ontario's Way Forward: Enhancing Ontario Adolescent Students' Resiliency and Disciplinary Literacy Competencies. Talk presented to Ontario Ministry of Education.
13. Jang E. E. (2017, October). Supporting the success of English language learners in the Secondary panel through disciplinary literacy. Invited talk to ERGO, ESL/ELD Resource Group of Ontario, YRDSB, Ontario.
14. Jang, E. E., *Sinclair, J., *Park, G., & *Vincett, V. (2017, November). Advancing Ontario Adolescent Students' Disciplinary Literacy Competencies: Findings from Field Research. Invited talk to Ontario Ministry of Education.
15. Jang, E. E. (2017, August). Mixed methods research. Workshop presented at China FLT

- Textbooks and Methodology Research Center, SISU, Shanghai, China.
16. Jang, E. E., *Sinclair, J., & *Vincett, M. (2017, February). Collaborative inquiry into pathways to adolescents' reading resilience. Paper presented at Ontario Ministry of Education, Ontario, Canada.
 17. Jang, E. E. (2017, May). Improving Assessment Informed Decision-Making Practice for Admission and Programming for Language Learners in Canadian Universities. Keynote speech delivered at Language in the Canadian University Colloquium by SSHRC Connection Grant, Vancouver, Canada.
 18. Jang, E.E., *Lau, C., & *Sinclair, J. (2017, April). Learner modeling in technology-rich learning environments. LEADS 2017 Annual Meeting, Montreal, QB.
 19. Jang, E. E. (2016, September). Assessment in Korean English education. Yonsei University, Seoul, South Korea.
 20. Jang, E. E., *Sinclair, J., & *Larson, E. (2016, September). Optometric English Language Proficiency Exam (OELPE) Item Writing Workshops. Touchstone Institute Competency Evaluation, Toronto, Canada.
 21. Weishar, B., Jang, E. E., & Markovich, J. (2016, May). Supporting adolescent readers: A multi-level collaboration supporting professional learning. Faculties of Education/Ministry of Education Forum, Toronto, ON.
 22. *Lau, C., *Sinclair, J., & Jang, E. E. (2016, April). Systematic evaluation of the effectiveness of TREs in tracking affective psychological and cognitive growth. LEADS 2016 Annual Meeting, Washington, DC.
 23. Jang, E. E., *Lau, C., & *Sinclair, J. (2016, April). Measurement issues and challenges in learner modeling and assessment. LEADS 2016 Analytics Workshop, Washington DC.
 24. Jang, E. E., & *Sinclair, J. (2016, April). Culturally responsive pedagogy. First Nations, Metis, and Inuit (FNMI) Collaborative Inquiry Workshop, Sudbury, Ontario.
 25. Jang, E. E., *Park, G., *Lau, C., *Sinclair, J., & *Bao, B. (2016, February). Assessment design primer: How to design a good test/assessment. Second Language Teaching & Learning series, University of Toronto.
 26. Jang, E. E. (2015, October). Innovations in young learner assessment. Oxford University Press Video Lecture Series.
 27. Jang, E. E. (2015, June). Diagnostic language assessment: The way forward. A paper presented at Seoul National University, Seoul, Korea.
 28. Jang, E. E., *Stille, S., *Vincett, M., *Park, G., & *Lancia, G. (2015, March). From struggling to resilient readers: Theory of change. Presentation at the Struggling Reader Project team meeting, Ontario Ministry Education, Canada
 29. *Stille, S., Jang, E., *Vincett, M., *Park, G., & *Lancia, G. (2015, June). Toward a disciplinary literacy approach in Ontario education. Presented at the Disciplinary Literacy Project Meeting, Ontario Ministry of Education, Canada.
 30. Jang, E. E., *Stille, S., Park, G., Vincett, M., & Lancia, G. (2015, May). From struggling to resilient readers: Supporting students to engage with persistent literacy challenges. Presentation at the Struggling Reader Project Annual Meeting, Ontario Ministry Education, Canada.
 31. Jang, E. E. (2015, April). Systematic evaluation of the effectiveness of TREs through software platform development for data mining across multiple disciplines and tracking growth in emotion, cognition, and SRL. Paper presented at the LEADs Annual Meeting, Chicago, USA.
 32. Jang, E. E. (2015, March). Careers in language assessment. Professional Event #2, Language Testing Research Colloquium, Toronto, Ontario.

33. Stille, S., Jang, E. E., *Park, G., & *Vincett, M. (2015, February). Conceptualizing a disciplinary literacy approach. Presented at the Disciplinary Literacy Project Meeting, Ontario Ministry of Education, Canada.
34. Jang, E. E. (2014, December). Language assessment: The way forward. Second Language Assessment Colloquium, York University, Toronto.
35. Jang, E. E. (2014, November). Current issues and emerging trends in evaluation. Closing plenary panel discussion at the 35th Edward Kelley Evaluation Conference, Toronto, Ontario.
36. Jang, E. E. (2014, October). Cognitive diagnostic feedback: Mediating role of learner profiles. Paper presented at APHD Colloquium, OISE/UT.
37. Jang, E. E. (2014, May). Advancing diagnostic assessment in language education and assessment. Paper presented at the Canadian Association of Language Assessment Symposium at the Canadian Association of Applied Linguistics annual conference, St. Catharines, Ontario.
38. Jang, E. E. (2014, February). Observation and conversation for assessment and potential of feedback. All-day workshop provided at Professional Development Seminar, Toronto, ON.
39. Jang, E. E. (2013, July). Cognitive diagnostic modeling workshop. Presented at 2013 LTRC Preconference Workshop, Seoul, Korea.
40. Jang, E. E. (2013, July). Cognitive diagnostic assessment: use of diagnostic profiles for language development research and feedback intervention practice, plenary speech given at 2013 LTRC conference, Seoul, Korea.
41. Jang, E. E. (2013, June). Potential of mixed methods research. Workshop presented at the University of Vienna, Vienna, Austria.
42. Jang, E. E., *Dunlop, M., *Park, G., & *vander Boom, E. (2013). Centrality of cognitively diagnostic feedback in language learning classrooms. Paper presented at CERLL Colloquium, OISE/UT.
43. Jang, E. E. (2012, June). Mixed methods research in education, University of Vienna, Austria.
44. Jang, E. E. (2012, May). STEP validation research. Plenary speech at Sharing Leadership and Learning, Organized by the Ontario Ministry of Education, Toronto, ON.
45. Jang, E. E. (2011, October). Cognitive diagnostic assessment for integrating cognition, measurement, and practice. HDAP Colloquium, OISE/UT.
46. Jang, E. E. (2011, September). Strengthening educational scholarship through pushing boundaries. A paper presented at the International Symposium, Defining Empirical Education Research, Vienna, Austria.
47. Jang, E. E. (2011, July). A democratic approach to validating Steps to English Proficiency. A keynote presentation at ALTE 4th International Conference, Krakow, Poland.
48. Jang, E. E. (2011, April). Evolution and validation of Steps to English Proficiency. Presented at the Peel District School Board Professional Development Workshop, Supporting English Language Learners' Transition: ELL Policy and Program Implementation Project, Ontario, Canada.
49. Jang, E. E. (2011, May). Evolution and validation of Steps to English Proficiency. Presented at the York Region District School Board Professional Development Workshop, Supporting English Language Learners' Transition: ELL Policy and Program Implementation Project, Ontario, Canada.
50. Jang, E. E. (2011, April). Introduction of Ontario Institute for Studies in Education, Paper presented at the KICE International Symposium, Seoul, Korea.

51. Jang, E. E. (2011, April). K-12 Educational system, curriculum, and accountability in Canada: The case of Ontario education. Paper presented at the KICE International Symposium, Seoul, Korea.
52. Jang, E. E. (2011, March). Steps to English Proficiency. CTL Doc Talk Series, OISE, ON.
53. Jang, E. E. (2011, February). Mixed methods research: Introduction. A lecture provided for Health Policy, Management Evaluation, Faculty of Medicine, University of Toronto.
54. Jang, E. E. (2010, December). Revising descriptors of Steps to English Proficiency. Workshop for Ontario Ministry of Education, ON.
55. Jang, E. E. (2010, October). OECD review on evaluation and assessment frameworks for improving school outcomes. Review team for Denmark country review, Copenhagen, Denmark.
56. Jang, E. E. (2010, May). Implications of Assessment of L2 School Age Students in Ontario. Paper presented at Canadian Association of Language Assessment Symposium, Montreal, Ontario.
57. Jang, E. E. (2010, February). A mixed methodology primer. CTL Doc Talk Series, OISE, ON.
58. Jang, E. E. (2010, February). Rethinking educational assessment. Lecture presented to CTL1799 Doctoral colloquium, OISE, ON.
59. Jang, E. E. (2009, August). Mixed methods in organizational and health care research: interactive workshop. Workshop presented at 2009 Academy of Management Meetings, Chicago, USA.
60. Jang, E. E. (2009, July). Score reporting and subsequent action. Invited lecture presented at the Cognitive Diagnostic Modeling Working Group, Statistical & Applied Mathematical Science Institute (SAMSI), Durham, NC, U.S.A.
61. Jang, E. E. (2009, July). Steps to English Proficiency (STEP): Summer Item Writing Workshop. Workshop developed and presented for the Literacy and Numeracy Secretariat, Ministry of Education, ON, Canada.
62. Jang, E. E. (2009, July). Steps to English Proficiency (STEP): Validation Study. Invited to present for the Literacy and Numeracy Secretariat, Ministry of Education, ON, Canada.
63. Jang, E. E. (2009, February). Tracking the developmental patterns of reading skill profiles through cognitive diagnosis modeling. Lecture presented at Modern Language Center Colloquium, OISE, Toronto, Canada.
64. Jang, E. E. (2009, February). Preparing dissertations. A panelist at CSTD Doc-Talk, OISE, Toronto, Canada.
65. Jang, E. E. (2008, November). Embracing linguistic diversity across curriculum. Guest lecture presented for the Downtown AQ Course on Inclusive Practices for Inner City Schools, Nelson Mandela Park Primary School, Toronto, Canada.
66. Jang, E. E. (2008, October). Improving literacy assessment through cognitive diagnostic assessment. Invited lecture at DLLL lecture series in Linguistics and Applied Linguistics, York University, Ontario, Canada.
67. Jang, E. E. (2008, October). Cognitive diagnostic assessment: Literacy. Invited presentation at Center for Research in Applied Measurement and Evaluation, University of Alberta, Alberta, Canada.
68. Jang, E. E. (2008, May). A look into ELL students' literacy skill profiles. Guest lecture for 3000H Foundations of Bilingual and Multicultural Education, OISE, Toronto, Canada.

69. Jang, E. E. (2008, April). Making sense of cognitive diagnostic assessment. Paper presented at the Applying Cognitive Diagnostic Modeling in Schools: Mini-Workshop. The University of North Carolina, Greensboro, U.S.A.
70. Jang, E. E. (2008, February). Conducting research. Workshop at invitation of Student Services & the Academic and Cultural Support Centre (ACSC), OISE.
71. Jang, E. E. (2008, February). A look into ELL students' literacy skill profiles. Presented at CTL Research Advisory Committee Seminar Series, OISE.
72. Botelho, M. J., Jang, E. E., Kerekes, J., & Peterson, S. (2007, October). Unsettling the settled: Multiliteracies and assessment. Dialogic play presented at the Symposium of Linguistic and Cultural Diversity in Education: Norwegian and Canadian Research, Programs and Politics, Toronto, Canada.
73. Jang, E. E. (2007, November). Student engagement: Quality indicators and implications for public policy. Symposium eye at the Symposium of Redefining Student Engagement, Center for Urban Schooling. OISE.
74. Jang, E. E. (2007, September). A framework for cognitive diagnostic assessment. Paper presented at the Fifth Annual Conference on Technology for Second Language Learning, Ames, IA.
75. Jang, E. E. (2007, May). Multidimensionality-based DIF analysis of L2 vocabulary items in a reading comprehension test. Modern Language Center Annual Advisory Meeting, OISE, Toronto.
76. McDougall, D., & Jang, E. E. (2006, November). Improving student achievements in schools facing challenging circumstances. Paper presented at invitation of Ontario Literacy and Numeracy Secretariat, Toronto, ON.
77. Jang, E. E. (2006, September). External discussant for the final graduate student research presentations at Association of American Medical Colleges, Washington, DC.
78. Jang, E. E. (2006, February). Merits and challenges of mixed-method research in second language acquisition. Paper presented at Modern Language Center Colloquium, OISE.
79. Gagne, A., & Jang, E. E. (2006, November). Thesis proposal. A workshop presented to graduate in the Second Language Education Program.
80. Jang, E. E., Kerekes, J., & *Ma, M. L. (2006, May). Language and Literacy Across the Curriculum: Issues, Structures and Strategies. OISE Initial Teacher Education Professional Development.
81. Jang, E. E., & ^Roussos, L. (2005, April). DiagnOsis: Process, product, and treatment. Training workshop presented to session on "Latent variable models for cognitive diagnosis." National Council of Measurement in Education, Montreal, Quebec.

Refereed Conference Presentations

1. *McCormick, S., *Vincett, M., *Kim, H., *Sinclair, J., * Lau, C., *Barron, C., & Jang, E. E. (2019, June). Natural language processing-based machine learning in predicting reading ability from children's oral narratives. Poster accepted at the 80th Annual National Convention of Canadian Psychological Association (CPA). Halifax, NS, Canada.
2. *Hunte, M. R., *Barron, C., *McCormick, S., *Lau, C., *Kim, H., *Vincett, M., *Sinclair, J., & Jang, E. E. (2019, June). Are students' fine-grained writing skills predicted by specific aspects of self-regulation?. Poster accepted at the 80th Annual National Convention of

Canadian Psychological Association (CPA). Halifax, NS, Canada.

3. Jang, E. E. (2019, April). Exploring the linguistic repertoires of multilingual children in kindergarten. A symposium discussant. Paper presented at the 2019 Annual Meeting of American Educational Research Association (AERA), Toronto, ON, Canada.
4. *Barron, C., & Jang, E. E. (2019, April). Construct validity of a grade 6 standardized reading assessment across language backgrounds. Paper presented at the symposium, French as a second language programs in Canada: Perception, assessment, and academic outcomes, 2019 Annual Meeting of American Educational Research Association (AERA, Toronto, ON, Canada.
5. *Fesseha, E., *Kamkar, N., & Jang, E.E. (2019, April). Understanding the trajectories of math achievement: what is the role of language and literacy? Paper presented at the 2019 Annual Meeting of American Educational Research Association (AERA, Toronto, ON, Canada.
6. *Wickstrom, H., *Fesseha, E., & Jang, E. E. (2019, April). Hidden in an era of accountability: A latent class analysis of standardized mathematics testing. 2019 Annual Meeting of American Educational Research Association (AERA, Toronto, ON, Canada.
7. *Sinclair, J., Jang, E. E., *Vincett, M., *Kim, H., *McCormick, S., & *Barron, C. (2019, April). Probing the relationship between reading profiles and lexical speech features using machine learning. Paper accepted at the 2018 Annual Meeting of National Council on Measurement in Education (NCME). New York, NY, USA.
8. *Kim, H., *Barron, C., *Sinclair, J., & Jang, E. E. (2019, April). Latent growth curve modeling of K-12 literacy development trajectories for students from heterogeneous home language environments. Paper accepted at the 9th Canadian Association of Language Assessment (CALA) Symposium. Toronto, ON, Canada.
9. *Barron, C., *Burton, J. L., Jang, E. E., *Russell, B., *Vincett, M., *Kim, H., & *Donato, A. (2019, April). Standardized language test profiles and international students' preparedness for academic language demands: A mixed-methods analysis. Paper accepted at the 9th Canadian Association of Language Assessment (CALA) Symposium. Toronto, ON, Canada.
10. *McCormick, S., *Kim, H., *Sinclair, J., *Lau, C., *Vincett, M., *Barron, C., & Jang, E. E. (2019, March). Talk2Me Jr: A Pre-diagnostic Digital Language and Literacy Assessment Tool. Assessment demonstration presented at the 41st Language Testing Research Colloquium (LTRC). Atlanta, GA, USA.
11. *Barron, C., Jang, E. E., *Russell, B., *Larson, E., *Vincett, M., *Kim, H., & *Donato, A. (2018, Oct). Mental Health and Support Utilization Profiles of Undergraduate International Students. Poster presented at Canadian Mental Health Association, Montreal, CA.
12. *Kim, H., Jang, E. E., & *Sinclair, J. (2018, April). Investigating DIF due to cultural

familiarity on reading achievement test: Does length of residence matter? Paper presented at the 2018 Annual Meeting of American Educational Research Association (AERA). New York, NY, USA.

13. Jang, E. E., *Sinclair, J., *Lau, C., *Vincett, M., *Kim, H., *Barron, C., & *McCommick, S. (2018, April). Building validity arguments for scenario-based assessments. Paper presented as part of symposium titled “Scenario and simulation-based assessments: Interplay between cognition and assessment” at the 2018 Annual Meeting of American Educational Research Association (AERA). New York, NY, USA.
14. *Kim, H., *Lau, C., *Vincett, M., & Jang, E. E. (2018, April). ML-facilitated automated scoring in computerized vocabulary assessment. Poster presented at the 2018 Annual Meeting of National Council on Measurement in Education (NCME). New York, NY, USA.
15. Jang, E. E., *Larson, E. J., *Kim, H., *Russell, B., & *Sinclair, J. (2018, March). Evaluating language support programs and policies for international undergraduate students in Canadian higher education institutions. Paper presented at the 2018 conference of the American Association for Applied Linguistics (AAAL). Chicago, IL, USA.
16. *Sinclair, J., Jang, E.E., ^Azevedo R., *Lau C., ^Taub M., ^Mudrick N.V. (2018, June). Changes in Emotion and Their Relationship with Learning Gains in the Context of MetaTutor. A paper presented at 2018 Intelligence Tutoring System Conference, Montreal, Canada.
17. *Sinclair, J., Jang, E. E., & *Vincett, M. (2018, April). Investigating adolescents' literacy skill trajectories using latent transition modeling. American Educational Research Association Conference, New York.
18. Jang, E.E., *Sinclair, J., *Lau, C., *Vincett, M., *Kim, H., *Larson, E.J., & *McCormick, S.D. (2018, April). Promoting young readers' self-regulated literacy competence development through scenario-based literacy assessment design. In E.E. Jang (Chair), *Scenario and Simulation-Based Assessments: Interplay Between Cognition and Assessment*. Symposium conducted at the meeting of the American Education Research Association conference, New York, New York.
19. *Kim, H., *Lau, C., *Vincett, M. & Jang, E. (2018, April). *Automated scoring and feedback system in computer-based literacy assessment: Graphic organizer creation*. Electronic board presented at the National Council on Measurement in Education, New York, New York.
20. *Gina, P., Jang, E. E., & *Sinclair, J. (2018, March). Adolescents' perspectives about disciplinary literacy learning in history classes. Paper presented at the American Association for Applied Linguistics, Chicago, Illinois.
21. *Sinclair, J., *Lau, C., & Jang, E.E. (2017). An exploration of DIF based on language background: The case of the 2014 Ontario Secondary School Literacy Test. Center for Culturally Responsive Evaluation and Assessment Annual Conference, Chicago, IL.
22. *Wei, B., *Lau, C., *Sinclair, J., & Jang, E. E. (2017, May). Learner-Oriented Modeling of Case Diagnosis Behaviors in a Technology-Rich Environment. Poster presentation presented at the annual LEADS meeting, Montreal, Canada.

23. Jang, E. E. (2017). Construct validation of scenario-based language assessment tasks for diagnostic and placement purposes. Paper presented at National Council on Measurement in Education, San Antonio, TX.
24. *Wagner, M., & Jang, E. E. (2017). Teacher assessment competencies for effective feedback: Psychological and environmental factors influencing classroom language assessment. Paper presented at Language Testing Research Colloquium, Bogotá, Colombia.
25. Jang, E.E., Strachan, A., *Sinclair, J., *Larson, E. J., & *Gallo, J. (2017). Influence of contextual specificity on interaction between language ability and specific-purpose content knowledge: The case of OELPE ESP Test. Language Testing Research Colloquium, Bogotá, Colombia.
26. *Sinclair, J. & Jang, E. E. (2017). Differential effects of course level, elementary achievement, and demographic variables on secondary school literacy scores. The Canadian Society for the Study of Education Annual Conference, Toronto, ON, May 2017.
27. *Sinclair, J., Jang, E. E., *Stille, S., & *Park, G. (2017). New frontiers of assessment using a disciplinary literacy approach: Perspectives from teachers. American Educational Research Association Conference, San Antonio, TX, April 2017.
28. *Lau, C., Jang, E. E., *Sinclair, J., ^Azevedo, R., & *Taub, M. (2017). Latent class profiling of self-regulated learning in MetaTutor: A technology-rich learning environment. American Educational Research Association Conference, San Antonio, TX, April 2017.
29. Jang, E. E., *Lau, C., & *Sinclair, J. (2017). Person-Oriented Learner Modeling Approaches to Assessing, Predicting, and Tracking Learning in TRE. Paper presented at 2017 American Educational Research Association, San Antonio, TX.
30. Jang, E. E., *Stille, S., *Sinclair, J., & *Park, G. (2017). Understanding and supporting resilience in L2 academic literacy learning among adolescents in secondary education. Paper presented at American Applied Association of Linguistics, Portland, USA.
31. *Lau, C., *Sinclair, J., *Taub, M., ^Azevedo, R., & Jang, E. E. (2017). Transitioning self-regulated learning profiles in hypermedia-learning environments. Paper presented at the 7th Annual Learning Analytics & Knowledge Conference, Vancouver, Canada.
32. Jang, E. E., *Park, G., & *Sinclair, J. (2017). Exploring elementary school students' perspective about school success in schools with challenging circumstances. Paper presented at International Congress for School Effectiveness and Improvement, Ottawa, Canada.
33. Weishar, B., Walters, H., Stille, S., & Jang, E. E. (2017). Fostering resilience: A multi-level collaboration supporting adolescent readers. Paper presented at International Congress for School Effectiveness and Improvement, Ottawa, Canada.
34. *Denney, K., Santucci, B., Fraser, C., & Jang, E. E. (2017). Disciplinary literacy: A collaborative approach. Poster presentation at International Congress for School Effectiveness and Improvement, Ottawa, Canada.
35. Jang, E. E., *Wagner, M., & *Dunlop, M. (2016, June). Construct validation of multimodal scenario-based language assessment (SBLA) tasks for diagnostic placement purposes. Plenary presented at the 38th LTRC Conference, Palermo, Italy.
36. *Lau, C., & Jang, E. E. (2016, June). Complex systems interacting in a classroom-based dynamic assessment. Paper presented at the 38th LTRC Conference, Palermo, Italy.
37. Jang, E. E., *Lau, C., *Vincett, M., *van der Boom, *Park, G., & *Dunlop, M. (2016, April). Investigating the effects of cognitive and psycho-social factors on young learners' use of cognitively diagnostic feedback. Poster presentation at American Educational Research Association Annual Meeting, Washington, DC.

38. *Stille, S., Jang, E. E., *Vincett, M., *Park, G., & *Sinclair, J. (2016, May). Supporting English language learners to engage with persistent literacy challenges. Paper presented at Canadian Association of Applied Linguistics Conference, Calgary, Alberta.
39. Jang, E. E., *Wagner, M., & *Stille, S. (2016, April). Use-oriented evaluation of a descriptor-based language assessment framework based on teachers' assessment competence. Paper presented at American Association for Applied Linguistics Conference, Orlando, Florida.
40. *Vincett, M., Jang, E. E., *Stille, S., & *Park G. (2016, April). From struggling to resilient readers: Supporting language learners to engage with persistent literacy challenges. Paper presented at American Association for Applied Linguistics Conference, Orlando, Florida.
41. *van der Boom, E., & Jang, E. E. (2016, May). The effects of diagnostic feedback intervention on the literacy skills of struggling readers. Paper presented at CSSE Conference, Calgary, Alberta.
42. Jang, E. E., *van der Boom, E., *Park, G., *Dunlop, M., *Lau, C., & *Dobski, S. (2015, August). Using individualized diagnostic feedback intervention to engage student learning. American Psychological Association Convention, Toronto, Ontario.
43. Jang, E. E. (2015, July). Cognitively diagnostic feedback: Mediating factors and remedial effects. Thirteenth European Conference on Psychological Assessment, Zurich, Switzerland.
44. Jang, E. E. (2015, July). An ecological assessment framework for tracking learner growth in self-regulation, emotional engagement and feedback responses in a virtual diagnosis learning program. Thirteenth European Conference on Psychological Assessment, Zurich, Switzerland.
45. *Koh, P. W., Jang, E. E., & Chen, X. (2015, July). Test development: Investigating equivalence among test translations in orthographically distant languages using differential item functioning analysis. Poster presentation at Society for the Scientific Study of Reading Twenty-Second Annual Meeting, Hawaii, USA.
46. *Dunlop, M., *Wagner, M., & Jang, E.E. (2015, March). Developing a language assessment framework for French as a second language placement test purposes. Paper presented at the American Association for Applied Linguistics annual conference, Toronto, ON.
47. *Kim, S., & Jang, E. E. (2015, March). English language learners and non-ELLs with and without exceptionalities: Comparison of placement rates and achievement levels. Paper presented at the American Association for Applied Linguistics annual conference, Toronto, ON.
48. *Wagner, M., *Chen, M., *Park, G., Stone, J., & Jang, E.E. (2015, March). Evaluating and revising a reading test blueprint through multiple methods: The case of the CELPIP-General Test. Paper presented at the 37th annual Language Testing Research Colloquium, Toronto, Ontario.
49. *Park, G., *Dunlop, M., *van der Boom, E., & Jang, E. E. (2015, March). A mixed-methods investigation into young learners' cognitive and metacognitive strategy use in a reading test. Paper presented at the 37th Annual Language Testing Research Colloquium, Toronto, Ontario.
50. *Xu, Z., & Jang, E. E. (2015, April). Does the math self-efficacy mediate the effects of extracurricular technology-related activities on large-scale provincial mathematic test achievement? Paper presented at the American Educational Research Association, Chicago, Illinois.
51. *Baba, A., & Jang, E. E. (2014, May). External factors that affect goal orientation formation and influence. 44th Annual Ontario Undergraduate Psychology Thesis Conference, Queens University.
52. *Munce, S. E.P., Straus, S. E., Fehlings, M. G., Voth, J, Nugaeva, N, Jang E. E., Webster, F,

- Jaglal, S. B. (2014, September). Examining the impact of psychological characteristics in self-management in individuals with traumatic spinal cord injury: results from a national survey. The International Spinal Cord Society (ISCoS). Maastricht, The Netherlands.
53. *Munce, S.E.P., Fehlings, M.G., Straus, S.E., Nugaeva, N., Jang, E. E., Webster, F., & Jaglal, S. B. (2014, September). Patient perspectives on the components of a self-management program for individuals with traumatic spinal cord injury (SCI): results from a national survey. The International Spinal Cord Society (ISCoS). Maastricht, The Netherlands.
54. Jang, E., *Dunlop, M., *Park, G., & *van der Boom, E. (2014, June). *A mixed methods investigation into the role of cognitively diagnostic assessment*. Paper to be presented at the 36th Language Testing Research Colloquium, Amsterdam, Netherlands.
55. *Dunlop, M., *Wagner, M., & Jang, E.E. (2014, June). *Validating a French for Academic Purposes placement test designed using cognitively diagnostic assessment principles*. Poster to be presented at the 36th Language Testing Research Colloquium, Amsterdam, Netherlands.
56. *Wagner, M., *Dunlop, M., Jang, E.E., & Mougeon, F. (2014, May). Developing and validating a cognitive diagnostic assessment: French as a second language for academic purposes placement test. Paper presented at Canadian Society for the Study of Education (CSSE) annual conference, St. Catharines, Ontario.
57. *Wagner, M., *Dunlop, M., Jang, E.E., & Mougeon, F. (2014, April). *Principles of developing and validating cognitive diagnostic assessments in a computer interface*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
58. Jang, E. E., *Wagner, M., & *Xu, Z. (2014, April). Ecological assessment framework in computer-based learning environments. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
59. *Dunlop, M., Jang, E.E., *Park, G., & *van der Boom, E. (2014, April). *Triangulation of learner latent profiles: Cognitively diagnostic reading skills, goal orientations, and self-perceived reading skills*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
60. *Park, G., Jang, E. E., *Dunlop, M., & *van der Boom, E. (2014, March). The uptake and the use of cognitively diagnostic feedback. Paper presented at the American Association of Applied Linguistics, Portland.
61. *Wagner, M., *Jang, E.E., *Cummins, J., & *Stille, S. (2014, March). A standards-based assessment approach for advancing education of English language learners: the case of Steps to English Proficiency (STEP). Paper presented at the Conference of the Comparative and International Education Society (CIES), Toronto, Ontario.
62. *Stille, S., *Starkey, J., Jang, E.E., *Wagner, M., & Dunlop, M. (2013). Teachers' use of English language proficiency descriptor scales in the Ontario educational context: Supporting formative purposes of language assessment. Poster presented at the 35th Language Testing Research Colloquium, Seoul, Korea.
63. *Wagner, M., *Dunlop, M., Jang, E.E., *Starkey, J., & Mougeon, F. (2013). Investigating estimation accuracy of a cognitive diagnostic model for French as a second language for academic purposes. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
64. Jang, E.E., *Dunlop, M., *Wagner, M., & *Gu, Z. (2013). Tracking the developmental patterns of ELLs' reading skills by length of residence and home language environment using cognitive diagnosis modeling. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

65. Jang, E. E. (2013, July). Cognitive diagnostic assessment: Use of diagnostic profiles for language development research and feedback intervention practice. Paper presented at LTRC symposium: Future of diagnostic language assessment: moving beyond where we are, Seoul, Korea.
66. Jang, E.E., & *Wagner, M. (2012, November). Maximizing diagnostic feedback in second language classrooms. Paper presented at 2013 Ontario TESL Conference, Toronto, ON.
67. *Jindani, F., & Jang, E. E. (2012, April). Exploring young learners' goal orientations at schools with challenging circumstances. A paper to be presented at the AERA conference, Vancouver, Canada.
68. *Wagner, M., & Jang, E. E. (2012, April). Deconstructing the construct of teachers' diagnostic competence: Investigating teachers' English language learning assessment practices. A poster presented at 2012 LTRC Conference, Princeton, USA.
69. Jang, E. E. (2012, March). Cognitive diagnostic assessment for English language learners. Paper presented at the Symposium on Diagnostic Assessment, AAAL, Boston, USA.
70. Jang, E. E., & *Wagner, M. (2012, January). Jang, E. E., & Wagner, M. (2012, January). Maximizing the Use of Diagnostic Feedback for Learning. Hawaii International Conference in Education, Honolulu, Hawaii.
71. *Gu, Z., Jang, E. E., & ^de la Torre, J. (2011, April). Evaluating the diagnostic potential of distractors in multiple-choice test items using the MC-DINA model. Paper presented at the 2011 annual meeting of the National Council on Measurement in Education, New Orleans, Louisiana.
72. *Zhang, J., Jang, E. E., & *Chahine, S. (2011, April). A systematic review of cognitive diagnostic assessment and modeling through concept mapping. Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, U.S.A.
73. Wagner, M., & Jang, E. E. (2011, April). Think-aloud protocols: Methodology for characterizing cognitive reading skills and test validation. Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, U.S.A.
74. Stille, S., Wagner, M., Cummins, J., & Jang, E. E. (2011, March). The interface between language assessment and classroom curricula and pedagogy: Issues and challenges arising in classroom-based language assessment. Paper presented at the 2011 American Association for Applied Linguistics, Chicago, U.S.A.
75. Jang, E. E., & Wagner, M. (2010, August). A democratic evaluation approach to validating a new English language learner assessment system: The case of Steps to English Proficiency. A paper presented at the 6th Annual KELTA conference, Seoul, Korea.
76. Chahine, S., Gu, Z., Cunningham, M., Ferguson, A., Zhang, J., & Jang, E. E. (2010, May). Approaches to measuring mathematical cognitive skill profiles of six graders. Symposium presented at Canadian Society for the Study of Education, Montreal, Canada.
77. Jang, E. E. (2010, May). Cultivating junior students' literacy engagement with formative diagnostic feedback. Paper presented at the Symposium, Putting Inner City Students First, Canadian Society for the Study of Education, Montreal, Canada.
78. Jang, E. E., Cummins, J., Wagner, M., & Stille, S. (2010, May). Second language issues: Assessing English language learners' English proficiency using STEP descriptor scales. Symposium presented at Canadian Society for the Study of Education, Montreal, Canada.
79. Jang, E. E., Cummins, J., Wagner, M., & Stille, S. (2010, April). A Multi-Round Validation Study of Descriptors-Based STEP Language Proficiency Scales. Paper presented at the 32nd Language Testing Research Colloquium, Cambridge, England.

80. Chun, C., & Jang, E. E. (2009, May). Mediated think-alouds: Early readers 'linguaging' their thoughts on a reading task. Symposium presented at the Language and Reading Comprehension for Immigrant Children Conference, Toronto, Canada.
81. Jang, E. E., Kim, Y.-H., Gu, Z., Zhang, J., Wu, Y., & Wagner, M. (2009, May). Tracking developmental patterns of reading skill profiles among elementary school students: Application of cognitive diagnostic modeling. Symposium presented at the Canadian Society for the Study of Education (CSSE), Ottawa, Canada.
82. Gu, Z., & Jang, E. E. (2009, May). Investigating the diagnostic value of multiple-choice options for cognitive diagnostic assessment. Paper presented at the Canadian Society for the Study of Education (CSSE), Ottawa, Canada.
83. Clarke, J. B., Cummins, J., & Jang, E. E. (2009, May). Investigating the validity and fairness of the Steps to English Proficiency (STEP) assessment tool: Theoretical and practical considerations. Symposium presented at the Canadian Society for the Study of Education (CSSE), Ottawa, Canada.
84. Jang, E. E., & Chahine, S. (2009, January). Accounting for students' academic success in schools facing challenging circumstances: A multi-level study. Paper presented at the 22nd International Congress for School Effectiveness and Improvement, Vancouver, Canada.
85. Jang, E. E., & Kim, Y.-H. (2008, June). Investigating secondary school ELL students' literacy skill profiles using cognitive diagnosis modeling. Paper presented at the 30th Annual Language Testing Research Colloquium, Hangzhou, China.
86. Jang, E. E., Cummins, J., Chun, C., & Kim, Y.-H. (2008, June). Validating Steps To English Proficiency (STEP) for assessing ELL students' English language development. Paper presented at the 30th Annual Language Testing Research Colloquium, Hangzhou, China.
87. Kim, Y.-H., & Jang, E. E. (2008, June). An application of multidimensionality model-based DBF/DIF procedures for the Ontario Secondary School Literacy Test. Poster presented at the 30th Annual Language Testing Research Colloquium, Hangzhou, China.
88. Chahine, S., Beatty, R., Radakovic, N., & Jang, E. E. (2008, March). Cognitive diagnostic assessment: The development of the Q-Matrix for a large-scale high school mathematics test. Paper presented at the 2008 American Educational Research Association Annual Meeting, New York, U.S.A.
89. Pollon, D., Jang, E. E., & McDougall, D. (2008, March). Educators' understanding of students' social-emotional development and academic attainment in schools facing challenging circumstances. Paper presented at the 2008 American Educational Research Association Annual Meeting, New York, U.S.A.
90. Chahine, S., Beatty, R., Herbert, M., & Jang, E. E. (2008, March). If we change the context, then does that change the construct measured? Paper presented at the 2008 National Council on Measurement in Education, New York, U.S.A.
91. Templin, J., Henson, R., Rupp, A., & Jang, E. E. (2008, March). Cognitive diagnosis for nominal response data. Paper presented at the 2008 National Council on Measurement in Education, New York, U.S.A.
92. Kim, Y.-H., & Jang, E. E. (2008, March). An investigation into differential item functioning on a secondary school English literacy test. Paper presented at the American Association for Applied Linguistics, Washington, DC, U.S.A.
93. Wong, A., Hayhoe, R., Jang, E. E., & Mundy, K. (2007, November). Characteristics of a good clinical anesthesia teacher: Faculty and resident perceptions. Poster presented at the ASEAN 15th Congress of Anesthesiologist meeting, Pattaya, Thailand.

94. Jang, E. E. (2007, June). Characteristics of vocabulary skills in reading comprehension tests: Differential item functioning. Paper presented at the 42nd Korea Association of Teachers of English International Conference. Seoul, Korea.
95. Jang, E. E. (2007, June). Cognitive diagnostic approaches to L2 reading: Dialectical tracking between psychometric- and classroom-validity evidence. Symposium: Cognitive Diagnosis Approaches in Language Assessment. Paper presented at the 29th Annual Testing Research Colloquium of the International Language Testing Association, Barcelona, Spain.
96. Jang, E. E. (2007, June). Merits of mixed-methods approaches for enhanced DIF interpretations. Paper presented at the 29th Annual Testing Research Colloquium of the International Language Testing Association, Barcelona, Spain.
97. Pollon, D., Jang, E. E., McDougall, D., Herbert, M., & Russell, P. (2007, June). Characteristics of non-academic programs that foster social-emotional and behavioural development for students in schools facing challenging circumstances. Paper presented at the 68th Annual Convention of Canadian Psychological Association, Ottawa, Canada.
98. Yunmei, X., & Jang, E. E. (2007, May). A cross-national investigation into dimensionality of PISA mathematics 2003 using conditional covariance-based nonparametric approach. Paper presented at the Canadian Society for the Study of Education, Saskatoon, Canada.
99. Chahine, S., Pollon, D., & Jang, E. E. (2007, April). A validity organizational framework: Evaluating school effectiveness research. Paper presented at the 21st Annual Edward F. Kelly Evaluation Conference, Ottawa, Canada.
100. Jang, E. E., McDougall, D. E., Pollon, D., Herbert, M., & Russell, P. (2007, April). Mixed-methods integrated data analytic strategies in research in schools facing challenging circumstances. Paper presented at 2007 AERA Annual Meeting, Chicago, IL, U.S.A.
101. McDougall, D. E., Jang, E. E., & Fantilli, R. D. (2007, April). Improving student achievement in literacy and numeracy in two large district school boards in Canada. Paper presented at 2007 AERA Annual Meeting, Chicago, IL, U.S.A.
102. Jang, E. E., McDougall, D. E., Herbert, M., Pollon, D., & Russell, P. (2007, January). Mixed-method research in the study of schools facing challenging circumstances. Paper presented at Hawaii International Conference in Education, Honolulu, Hawaii.
103. Breen, A., Madeira, C., Russell, P., Wong, A., Passetti, L., & Jang, E. E. (2006, November). Tracing conceptual shifts in the journey towards mixed-methods research inquiry. Paper presented at American Evaluation Association 2006 Annual Conference, Seattle, OR.
104. Pollon, D., Herbert, M., Russell, P., Hong, Y., & Jang, E. E. (2006, November). Crossing disciplinary and methodological boundaries: Merits and challenges of mixed-methods research. Paper presented at American Evaluation Association 2006 Annual Conference, Seattle, OR.
105. Cassar, A., & Jang, E. E. (2006, August). Investigating the effects of a game-based approach to teaching reading & spelling through an explicit phonological program for LD students with attention issues. Paper presented at the 3rd International Conference on Speech, Writing, and Context, Alberta, CA.
106. Jang, E. E., & Quinn, P. (2006, June). Mixed-method research in SLA. Paper presented at 2006 Joint AAAL-ACLA/CAAL 2006 Conference, Montreal, Quebec.
107. Jang, E. E. (2006, May). A mixed-method approach to multidimensionality-based Differential Item Functioning analysis. Paper presented at the Canadian Society for the Study of Education, Toronto, ON.

108. Botelho, M. J., Jang, E. E., Kerekes, J., & Stagg-Peterson, S. (2006, May). Unsettling the settled: Multiliteracies and assessment. Paper presented at the Third Annual CSSE Pre-Conference of the Language and Literacy Researchers of Canada, Toronto, ON.
109. Jang, E. E. (2006, April). Pedagogical implications of the cognitive reading skills diagnosis approach for teaching and learning. Presented at the 2006 American Educational Research Association, San Francisco, California.
110. Jang, E. E. (2006, April). An investigation into the Q-matrix construction and refining process for cognitive reading skills diagnosis: Triangulating multiple sources of data. Symposium entitled Skills Assessment in Practice: Model Refinement and Exploration. Presented at the 2006 National Council of Measurement in Education, San Francisco, California.
111. Jang, E. E. (2005, October). Crossing methodological borders: The unique character of reasoning in mixed method research. 2005 Joint Canadian Evaluation Society/American Evaluation Association Conference, Toronto, Canada.
112. Jang, E. E. (2005, June). Effects of skills diagnosis on teaching and learning. Korean Association of Teachers of English, Seoul, Korea.
113. Jang, E. E. (2004, November). Tuning into voices from teachers at a failing school. Panel presentation to session on "Engaging with accountability." American Evaluation Association Conference, Atlanta, GA.
114. Ching, C., Basham, J., Jang, E. E., Parisi, J. & Vidgor, L. (2004, March). Memories, meanings, & microchips: Technology in pre-service teachers' everyday lives and narrative autobiographies. Presented at Society for Information Technology in Teacher Education, Atlanta, GA.
115. Jang, E. E., Hood, L., Walker, K., & Costantino, T. (2004, November). Entering the Evaluand: Reflections on 2003 AEA Conference Student Evaluation Practice. Presented at American Evaluation Association Conference, Atlanta, GA.
116. Jang, E. E. (2003, November). A look within: Faculty experiences in technology classrooms. Paper presented at American Evaluation Association Annual Conference, Reno, Nevada.
117. Jang, E. E., & Roussos, L. (2003, October). Nonparametric dimensionality analysis of TOEFL. Paper presented at Mid-western Association of Language Testing Annual Conference (MwALT), Purdue University, Indiana.
118. Jang, E. E., & Schwandt, T. (2003, October). On the significance of questioning psychometric discourse in language testing. Colloquium in "Revisiting the partnership: Language testing and world Englishes." International Association of World Englishes (IAWE) Conference, Champaign, IL.
119. Jang, E. E. (2002, May). In search of folk fairness in language testing. Paper presented at Southern California Language Assessment Researchers (SCALAR), Los Angeles, CA.
120. Jang, E. E. (2002, January). Fairness and language testing. Poster Presented at MwALT Conference, Chicago, IL.
121. Jang, E. E., & Park J. (2002, April). Linking corpus-based linguistics to CALL programs. Paper presented at Teachers of English to Speakers of Other Languages (TESOL) conference, Salt Lake City, Utah.

University and Professional Community Service

Department

2020

Internal Reviewer for Tenure Evaluation, APHD

2019-present

DPE Admission Committee, APHD

2019	Supporting and Evaluating International Students Working Group, APHD, OISE.
2019	Departmental PTR Review Committee, APHD
2017-present	Faculty leader, Program Evaluation Theme Development
2017-2018	Department Promotion Committee, APHD, OISE
2017-2018	Department Space Committee, APHD, OISE
2017-2018	Chair, Developmental Psychology and Education Program, APHD, OISE.
2016-2017	Statistics course planning, APHD, OISE.
2015-2016	APHD Student Well-Being Steering Committee, APHD, OISE
2013	Chair, Job Search Committee for Teacher Education Language & Literacy, APHD, OISE
2013	Member, Tenure Teaching Evaluation Subcommittee (Dr. Rhonda Martinussen), APHD, OISE
2008-June, 2010	Coordinator, CSTD Graduate Program, Department of Curriculum, Teaching and Learning (CTL)
2008-2011	Chair, CSTD Course Planning Committee, CTL
2008-2010	Member, Multiliteracies Search Committee, Department of CTL
2006-2010	Member, Admission Committee, Department of CTL
2006-2010	Member, CTL Council, Department of CTL
2005	Member, Course Planning Committee, Department of CTL
2005-2006	Member, Award Committee, Department of CTL.

OISE

2019-present	OISE International Student Support, OISE/UT
2019-present	Academic Programming Committee
2019-	OISE Draw Student Survey Advisory Board
2017-2018	Academic Programming Committee
2017-2018	OISE Mentorship Program
2017	OISE Decanal Promotion Committee
2015-2016	Chair, OISE Council
2015-2016	Chair, OISE Council Executive Committee
2014-2016	Member, Academic Programming Committee
2014	Faculty supervisor, the 25 th Edward F. Kelly Conference Organization Committee
2011	OISE Task Force, Sustaining Strategic Planning.
2010	Steering Committee, Collaborative Educational Policy Program, OISE.
2009	Member, Research Methodology Working Group, OISE
2007	Member, English Language Proficiency Committee, OISE
2006	Member, Languages and Linguistics, OISE
2005	Member, Organizing Committee Inservice Workshop for The ESL Learner: A Window on Diversity (Inservice workshop), OISE

Professional Community Service

2019-present	Secretary (elected), International Language Testing Association.
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2017 Program Chair, Cognition and Assessment (SIG #167). AERA.

Editorial Board

2020-present Associate Editor, Language Assessment Quarterly
 2019-present Canadian Psychology Editorial Board
 2014-present Studies in English Education
 2014-present Language Testing in Asia
 2013-2020 Alberta Journal of Educational Research Editorial Board
 2011-present Editorial Advisory Board for Educational Measurement: Issues and Practice (EMIP)
 2008-present Editorial Advisory Board, Journal of Language Assessment Quarterly
 2012-present Editorial Advisory Board, Language Testing
 2019 Conference proposal reviewer, LAK20, LTRC, AERA

Advisory Board

2016-present EQAO Measurement Advisory Board, Education Quality Assessment Office, Toronto, Ontario
 2016-2019 Measurement Working Group Member, Broader Measures of Success Advisory Committee, People for Education, Toronto, Ontario, Canada.
 2014-present Board Member, The Applied Linguistics Association of Korea, South Korea
 2014-2016 Elected Board Member at-large for the International Language Testing Association
 2011-2016 Member, TOEFL Committee of Examiners, Educational Testing Service
 2014-2015 Job Search Committee, Paragon Enterprise, VC, Canada
 2012-2013 35th LTRC Conference Program Committee
 2012-2016 Member, Young Learner Assessment Subcommittee, ETS
 2012-2013 Member, WBTT Research Advisory Working Group, Ontario
 2010-2012 Member, Supporting ELL Advisory Committee, Ministry of Education
 2006-2010 EQAO Assessment Advisory Committee
 2004-2005 International Advisory Committee, International Program, University of Illinois

Grant/Award/Tenure Committee

2020 External tenure promotion reviewer for University of Illinois at Urbana Champaign.
 2018 External promotion reviewer, Educational Testing Service, NJ.
 2017 External grant reviewer, Singapore National Institute of Education, Singapore.
 2013-2016 Chair, Young Students Research Program, Educational Testing Service
 2016 External reviewer of the tenure committee for Dr. Vahid Aryadoust, National Institute of Education, Nanyang Technological University, Singapore
 2015 External reviewer, SSHRC Insight Grants Program
 2014/2015 2013 Jacqueline Ross TOEFL Dissertation Award Committee, ETS
 2011 Adjudication Committee for SSHRC Insight Development Grants
 2009 Grant proposal reviewer, Natural Sciences and Engineering Research Council of Canada

2008
2008, 2010
2007

2009 Jacqueline Ross TOEFL Dissertation Award Committee, ETS
International Language Testing Association Nominating Committee
AERA Significant Research Contributions Award Committee.