

Oral Sessions

Day 3, 21st July 2010

C18

08:30-10:00 Room211

C18-1

Prevalence of missing data in survey assessment

Dodeen, Hamzeh (United Arab Emirates University, UAE)*

C18-2

Designing a test score report for multiple score users

De Jong, John H. A. L. (Pearson Language Tests, United Kingdom/ VU University Amsterdam, Netherlands)

Zheng, Ying (Pearson Language Tests, United Kingdom)*

C18-3

An exploratory study of cognitive diagnostic model for error pattern attributes

Kuo, Bor-Chen (Graduate Institute of Educational Measurement and Statistics, National Taichung University, Taiwan)*

Yang, Chih-Wei (Graduate Institute of Educational Measurement and Statistics, National Taichung University, Taiwan)

Wu, Huey-Min (Graduate Institute of Educational Measurement and Statistics, National Taichung University, Taiwan)

C18-4

Value added models and accountability

Swaminathan, Hariharan (University of Connecticut, USA)*

Rogers, H. Jane (University of Connecticut, USA)

C18-5

Adaptive personality assessment for unsupervised pre-screening

Preuss, Achim (cut-e GmbH, Germany)

Wehrmaker, Maike (cut-e GmbH, Germany)*

C18-6

Tamper-resistant aptitude pre-screening by real-time item generation

Preuss, Achim (cut-e GmbH, Germany)

Wehrmaker, Maike (cut-e GmbH, Germany)*

C19

08:30-10:00 LT4

C19-1

Testing the equivalence of self-concept configuration between Hong Kong and Singaporean Chinese

Cheng, Christopher H. K. (City University of Hong Kong, Hong Kong SAR, China)*

C19-2

Measuring physical self concept with the psdq: An analysis of differential item functioning with German, Russian, and Turkish adolescents

Freund, Alexander (University of Osnabrück, Germany)*

Tietjens, Maike (University of Muenster, Germany)

Alfermann, Dorothee (University of Leipzig, Germany)

Aşçi, F. Hülya (Başkent University, Turkey)

C19-3

Conceptual and methodological challenges in achievement motivation and self-construct research among very remote indigenous Australian students.

McInerney, Dennis (The Hong Kong Institute of Education, Hong Kong SAR, China)*

C19-4

DECAS personality inventory. A Romanian indigenous measure based on the five-factor personality model

Sava, Florin A. (West University of Romania, Romania)*

Maricutoiu, Laurentiu P. (West University of Timisoara, Romania)

C19-5

Indigenizing personality assessment: Possible, inevitable, or even desirable?

Hill, Jill (Teachers College, Columbia University, USA)*

Scharron del Rio, Maria (Brooklyn College, City University of New York, USA)

Skolnik, Avy (Teachers College, Columbia University, USA)

C19-6

'The princess diana' a new way to establish 'basic needs'

van Luijk, Frank (Free University, Amsterdam/LTP, Netherland)*

C20

10:00-11:30 Room211

C20-1

Standardizing rater performance: Empirical support for regulating language proficiency test scoring

Ackermann, Kirsten (Pearson Language Tests, United Kingdom)*

Kennedy, Lauren (Second Language Testing, Inc., United Kingdom)

De jong, John (Pearson Language Tests, United Kingdom)

Zheng, Ying (Pearson Language Tests, United Kingdom)

C20-2

Assessment of adult literacy: A French national survey

Megherbi, Hakima (University Paris 13, UTRPP, Villetaneuse, France)*

Rocher, Thierry (University Paris Ouest Nanterre La Défense, France)

C20-3

Developing diagnostic tests for bilingual education: A case study of Irish immersion

Mulhern, Gerry (Queen's University Belfast, Northern Ireland)*

Wylie, Judith (Queen's University Belfast, Northern Ireland)

C20-4

Comfort levels in using the English language as an indicator of English language ability across seven Asian regions

Lee, Tony (Assessment Research Centre, Hong Kong Institute of Education, Hong Kong SAR, China)*

C20-5

Developing and evaluating instructionally sensitive assessments – why we need them and how can we develop them

Ruiz-Primo, Maria Araceli (University of Colorado Denver, USA)*

C20-6

Creating a standard Arabic assessment

Thomas Ahluwalia, Nancy (Prometric, USA)*

Chelli, Karim (Dubai Education, Dubai)