

ETS 2018 Research Publications — Year in Review

Since its founding in 1947, ETS has conducted and disseminated scientific research to support its products and services and to advance the measurement and education fields.

In keeping with these goals, ETS is committed to making its research freely available to the professional community and to the general public.

This is a list of 2018 ETS research publications – those that ETS published as well as those that appeared in independent journals and books. In most cases, ETS staff members or affiliates were the lead authors of the independent publications listed. Publication titles link to abstracts, citation records, or full text where available.

Published accounts of ETS research, including papers in the ETS Research Report series, undergo a formal peer-review process by ETS staff to ensure that they meet established scientific and professional standards.

All such ETS-conducted peer reviews are in addition to any reviews that outside organizations may provide as part of their own publication processes.

Due to production deadlines, some 2018 ETS publications may not be listed. Find citations in this guide and many more — as well as access to the full text for ETS-published works — at <http://search.ets.org/researcher>.

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K-12 Teaching, Learning, and Education Policy

Real World Compromises: Policy and Practice Impacts of Kindergarten Entry Assessment-Related Validity and Reliability Challenges

D. J. ACKERMAN

ETS Research Report No. RR-18-13, ETS Policy Information Report

Comparing the Potential Utility of Kindergarten Entry Assessments to Provide Evidence of English Learners' Knowledge and Skills

D. J. ACKERMAN

ETS Research Report No. RR-18-36, ETS Policy Information Report

A System's View of California's Teacher Education Pipeline

C. A. BELL, R. S. WHITE, & M. E. WHITE

Getting Down to Facts II: Technical Report, p1-90

What Are the Most Significant Aspects of the Advancing Human Assessment Book? (Short Video)

R. E. BENNETT

Significant Aspects in ETS's Seven Decades of Advancing Human Assessment (Short Video)

R. E. BENNETT

An Engineering Design Formative Assessment: A Work in Progress

D. BROCKWAY & K. LLORT

Paper in *Proceedings of the 8th IEEE Integrated STEM Education Conference (ISEC 2018)*, p272-276

The Challenges of Writing in School: Conceptualizing Writing Development Within a Sociocognitive Framework

P. DEANE

Educational Psychologist, v53 n4, p280-300

Writing Processes in Short Written Responses to Questions Probing Prior Knowledge

P. DEANE, T. O'REILLY, S.-F. CHAO, & K. DREIER

ETS Research Report No. RR-18-39

Behavioral Differences Between Retyping, Drafting, and Editing: A Writing Process Analysis

P. DEANE, A. ROTH, A. LITZ, V. GOSWAMI, F. STECK, M. LEWIS, & T. RICHTER

ETS Research Memorandum No. RM-18-06

The Case for Scenario-Based Assessment of Written Argumentation

P. DEANE, Y. SONG, P. VAN RIJN, T. O'REILLY, M. E. FOWLES, R. E. BENNETT, J. P. SABATINI, & M. ZHANG

Reading and Writing, Online First

The Reading for Understanding Initiative: Key Findings and Implications for States and Districts

EDUCATIONAL TESTING SERVICE & COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

ETS's Contributions to Education Policy (Short Video)

M. E. GOERTZ

Changes and Challenges in Education Policy (Short Video)

M. E. GOERTZ

The Development of a Quadratic Functions Learning Progression and Associated Task Shells

E. A. GRAF, J. H. FIFE, H. HOWELL, & E. MARQUEZ

ETS Research Report No. RR-18-47

Modeling Basic Writing Processes From Keystroke Logs

H. GUO, P. DEANE, P. VAN RIJN, M. ZHANG, & R. E. BENNETT

Journal of Educational Measurement, v55 n2, p194–216

Reaping the Benefits of Assessment for Learning: Achievement, Identity, and Equity

M. HERITAGE & E. C. WYLIE

ZDM, v50 n4, p729–741

Alignment Between the *ProEthica*® Program and the Model Code of Ethics for Educators

T. HUTCHINGS, C. REESE, & J. STERN

ETS Research Memorandum No. RM-18-12

Anchored Graphical Representations: A Graphical Alternative to Traditional Just Qualified Candidate Descriptors for Licensure Tests

P. KANNAN, R. J. TANNENBAUM, & D. HEBERT

ETS Research Report No. RR-18-40

Providing Formative Feedback to Pre-service Teachers as they Practice Facilitation of High-Quality Discussions in Simulated Mathematics and Science Methods Classrooms

P. KANNAN, D. ZAPATA-RIVERA, J. MIKESKA, A. BRYANT, R. LONG, & H. HOWELL

Paper in *Proceedings of Society for Information Technology & Teacher Education International Conference*, p1570–1575

Educational Testing Service

I. R. KATZ & J. P. JOHNSON

In B. B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Sage Publications, p574–576

Abbott Preschool at 20: Building on Success

S. KENYON

ETS Policy Notes, v25 n1

Formative Assessment and the Role of Teachers' Content Area

C. J. LYON, E. C. WYLIE, D. BROCKWAY, & E. MAVRONIKOLAS

School Science and Mathematics, v118 n5, p144–155

Investigating Science Content Knowledge and Teaching Practices for Beginning Elementary School Teachers

M. MARTIN-RAUGH, J. MIKESKA, J. STEINBERG, & J. MINSKY

ETS Research Memorandum No. RM-18-08

Assessing Elementary Teachers' Content Knowledge for Teaching Science for the ETS® Educator Series: Pilot Results

J. N. MIKESKA, C. KURZUM, J. H. STEINBERG, & J. XU

ETS Research Report No. RR-18-20

Assessing the Writing Process: A Review of Current Practice

N. ODENDAHL & P. DEANE

ETS Research Memorandum No. RM-18-10

How Do People Read the Passages During a Reading Comprehension Test? The Effect of Reading Purpose on Text Processing Behavior

T. O'REILLY, G. FENG, J. P. SABATINI, Z. WANG, & J. GORIN

Educational Assessment, v23 n4, p277–295

2017 Society for Text and Discourse Conference Special Issue: Introductory Remarks

T. O'REILLY, D. N. RAPP, & J. P. SABATINI

Discourse Processes, v55 n5–6, p443

Administrators' Uses of Teacher Observation Protocol in Different Rating Contexts

Y. QI, C. A. BELL, N. D. JONES, J. M. LEWIS, M. W. WITHERSPOON, & A. REDASH

ETS Research Report No. RR-18-18

Crosscutting Literature on STEAM Ecosystems, Expectancy Value Theory, and Social Emotional Learning: A Metadata Synthesis

S. H. RIKOON, B. FINN, T. JACKSON, & P. INGLESE

ETS Research Report No. RR-18-33

Retooling Literacy Education for the Twenty-First Century: Key Findings of the Reading for Understanding Initiative and Their Implications

J. P. SABATINI, T. O'REILLY, & N. A. DOOREY

ETS Center for Research on Human Capital and Education Policy Report/Council of Chief State School Officers (CCSSO)

Relating Reading Comprehension to Oral Reading Performance in the NAEP Fourth-Grade Special Study of Oral Reading

J. P. SABATINI, Z. WANG, & T. O'REILLY

Reading Research Quarterly, Online First

A Focus on Educational Assessment: Advancing African-American Education Excellence

S. SAUNDERS

ETS Policy Notes, v24 n2

Improving STEM Program Quality in Out-of-School-Time: Tool Development and Validation

A. M. SHAH, E. C. WYLIE, D. H. GITOMER, & G. NOAM

Science Education, v102 n2, p238–259

An Exploration of Preservice Teachers' Reasoning About Teaching Mathematics to English Language Learners

S. TURKAN & E. J. DE JONG

Teacher Education Quarterly, v45 n2, p37-60

Agreement of Teachers on Evaluating Assessments of Learning Progressions in English Language Arts and Mathematics

P. W. VAN RIJN, E. A. GRAF, M. ARIELI-ATTALI, & Y. SONG

ETS Research Report No. RR-18-11

Decoding and Reading Comprehension: A Test of the Decoding Threshold Hypothesis

Z. WANG, J. P. SABATINI, T. O'REILLY, & J. P. WEEKS

Journal of Educational Psychology, Online First

Defining Personalized Writing Burst Measures of Translation Using Keystroke Logs

M. ZHANG, J. HAO, P. DEANE, & C. LI

Paper in *Proceedings of the 11th International Conference on Educational Data Mining*, p549–552

Cognitive Science

Technology Enhanced Innovative Assessment: Development, Modeling, and Scoring From an Interdisciplinary Perspective

IN H. JIAO & R. W. LISSITZ (EDS.)

Book; Information Age Publishing

ETS staff members were coauthors of three chapters in this 11-chapter volume:

C. AGARD & A. A. VON DAVIER

The Virtual World and Reality of Testing: Building Virtual Assessments, Chapter 1, p1–30

R. E. BENNETT, R. ZWICK, & P. VAN RIJN

Innovations in K-12 Assessment: A Review of CBAL Research, Chapter 9, p197–247

V. J. SHUTE, A. C. JEONG, & D. ZAPATA-RIVERA

Visualizing the Process of Change in Learner Beliefs, Chapter 11, p265–295

Exploring Social and Cognitive Dimensions of Collaborative Problem Solving in an Open Online Simulation-Based Task

J. ANDREWS-TODD & C. M. FORSYTH

Computers in Human Behavior, Online First

Identifying Profiles of Collaborative Problem Solvers in an Online Electronics Environment

J. ANDREWS-TODD, C. M. FORSYTH, J. STEINBERG, & A. A. RUPP

Paper in *Proceedings of the 11th International Conference on Educational Data Mining*, p 239–245

The Effect of Unsuccessful Retrieval on Children’s Subsequent Learning

P. CARNEIRO, A. LAPA, & B. FINN

Journal of Experimental Child Psychology, v166, p400–420

Handbook of Multiple Source Use

IN J. L. G. BRAASCH, I. BRÅTEN, & M. T. MCCRUDDEN (EDS.)

Book; Routledge

Five ETS staff members contributed to this 29-chapter volume:

J. COIRO, J. R. SPARKS, & J. M. KULIKOWICH

Assessing Online Collaborative Inquiry and Social Deliberation Skills as Learners Navigate Multiple Sources and Perspectives, Chapter 27, p485–501

J. P. SABATINI, T. O’REILLY, Z. WANG, & K. DREIER

Scenario-Based Assessment of Multiple Source Use, Chapter 25, p447–465

Metacognitive Evaluations During Science Simulations: How Do Ratings of Confidence and Understanding Relate to Science Assessment Inquiry Processes?

B. FINN

Archives of Scientific Psychology, v6 n1, p117–129

Learning More From Feedback: Elaborating Feedback With Examples Enhances Concept Learning

B. FINN, R. THOMAS, & K. A. RAWSON

Learning and Instruction, v54, p104–113

Improving the Measurement of Cognitive Skills Through Automated Conversations

G. T. JACKSON, K. E. CASTELLANO, D. BROCKWAY, & B. LEHMAN

Journal of Research on Technology in Education, v50 n3, p226–240

Measures of Agreement to Assess Attribute-Level Classification Accuracy and Consistency for Cognitive Diagnostic Assessments

M. S. JOHNSON & S. SINHARAY

Journal of Educational Measurement, v55 n4, p635–664

Personality Assessment

H. J. KELL

In B. B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications, p1239–1243

Unifying Vocational Psychology’s Trait and Social–Cognitive Approaches Through the Cognitive–Affective Personality System

H. J. KELL

Review of General Psychology, v22 n3, p343–354

The Great Debate: General Ability and Specific Abilities in the Prediction of Important Outcomes (Editorial)

H. J. KELL & J. W. B. LANG

Journal of Intelligence, v6 n3, Article 39, p1–8

Terman Study of the Gifted

H. J. KELL & J. WAI

In B. B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications, p1665–1667

Student Emotions in Conversation-Based Assessments

B. LEHMAN & D. ZAPATA-RIVERA

IEEE Transactions on Learning Technologies, v11 n1, p41–53

Deep Comprehension: Multi-Disciplinary Approaches to Understanding, Enhancing, and Measuring Comprehension, 1st Edition

IN K. K. MILLIS, D. L. LONG, J. P. MAGLIANO, & K. WIEMER (EDS.)

Book; Routledge

Six ETS staff members contribute to this 20-chapter volume:

K. K. MILLIS, C. M. FORSYTH, K. WIEMER, P. WALLACE, & C. STECIUCH

Learning Scientific Inquiry from a Serious Game that Uses AutoTutor, Part 2, Chapter 14, p180–194

T. O’REILLY, J. P. SABATINI, & Z. WANG

Using Scenario-Based Assessments to Measure Deep Learning, Part 3, Chapter 15, p 197–208

B. LEHMAN & G. T. JACKSON

Eliciting Deeper Evidence through Conversation-Based Assessments, Part 3, Chapter 16, p209–223

Sociocognitive Foundations of Educational Measurement

R. J. MISLEVY

Book; Routledge

Facilitating Graph Comprehension Using a Cognitive Model of Successful Solution Processes

J. MOON, G. FENG, J. LENTINI, & D. ZAPATA-RIVERA

ETS Research Memorandum No. RM-18-07

Simulations of Thought: The Role of Computational Cognitive Models in Assessment

J. MOON, B. FINN, M. LAMAR, & I. R. KATZ

R&D Connections, n26

Affordances of Item Formats and Their Effects on Test-Taker Cognition Under Uncertainty

J. MOON, M. KEEHNER, & I. R. KATZ

Educational Measurement: Issues and Practice, Online First

Essay Items

J. A. RIOS & T. WANG

In B. B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications, p602–605

The Influences of Communication and Group Dynamics on Collaborative Problem Solving Task Performance

J. STEINBERG, J. ANDREWS-TODD, & C. M. FORSYTH

Paper in *NERA Conference Proceedings 2018*

What Was Striking About Early Creativity Research? (Short Video)

L. J. STRICKER

Why Does "Cognitive Styles" Research Matter? (Short Video)

L. J. STRICKER

Giftedness

J. WAI & H. J. KELL

In B. B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications, p735

Identifying and Addressing Unexpected Responses in Conversation-Based Assessments

D. ZAPATA-RIVERA, B. LEHMAN, J. R. SPARKS, H.-H. POR, & K. JAMES

ETS Research Memorandum No. RM-18-13

Accessibility

Trends in Performance and Growth by Students With and Without Disabilities on Five State Summative Assessments

H. M. BUZICK & J. P. WEEKS

Applied Measurement in Education, v31 n4, p269–282

Usability of American Sign Language Videos for Presenting Mathematics Assessment Content

E. G. HANSEN, R. C. LOEW, C. C. LAITUSIS, P. KUSHALNAGAR, C. M. PAGLIARO, & C. KURZ

Journal of Deaf Studies and Deaf Education, v23 n3, p284–294

Framework for the Design of Accessible Intelligent Tutoring Systems

E. G. HANSEN, D. ZAPATA-RIVERA, & J. WHITE

In S. D. Craig (ed.) *Tutoring and Intelligent Tutoring Systems*. Nova Science Publishers, Chapter 3, p69–100

Fair Testing and the Role of Accessibility

E. A. STONE & L. L. COOK

In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (eds.) *Handbook of Accessible Instruction and Testing Practices: Issues, Innovations, and Applications*. Springer, p59–73

English Language Learning and Assessment

Domain Description: Validating the Interpretation of the TOEFL iBT® Speaking Scores for International Teaching Assistant Screening and Certification Purposes

E. COTOS & Y.-R. CHUNG

ETS Research Report No. RR-18-45, TOEFL-RR-85

Designing a Prototype Tablet-Based Learning-Oriented Assessment for Middle School English Learners: An Evidence-Centered Design Approach

C. A. CHAPELLE, J. SCHMIDGALL, A. LOPEZ, I. BLOOD, J. WAIN, Y. CHO, A. HUTCHISON, H.-W. LEE, & A. DURSUN

ETS Research Report No. RR-18-46

Analytic, Holistic, and Primary Trait Marking Scales

L. DAVIS

In J. I. Liontas (ed.) *The TESOL Encyclopedia of English Language Teaching*. Wiley, p1–6

Useful Assessment and Evaluation in Language Education

IN J. MCE. DAVIS, J. M. NORRIS, M. E. MALONE, T. H. MCKAY, & Y.-A. SON (EDS.)

Book; Georgetown University Press

Three ETS staff members are coauthors of one chapter and one ETS staff member is author of another chapter in this 14-chapter book:

L. DAVIS, V. TIMPE-LAUGHLIN, L. GU, & G. OCKEY

Face-to-Face Speaking Assessment in the Digital Age: Interactive Speaking Tasks Online, Part 2, Chapter 7, p115–130

M. T. KANE

Validating Assessments for Meaning and Usefulness, Part 3, Chapter 14, p235–248

Exploring the Factor Structure of a K–12 English Language Proficiency Assessment

M. FAULKNER-BOND, M. K. WOLF, C. S. WELLS, & S. G. SIRECI

Language Assessment Quarterly, v15 n2, p130–149

Evaluating English Language Learners' Conversations: Man vs. Machine

C. M. FORSYTH, C. LUCE, D. ZAPATA-RIVERA, G. T. JACKSON, K. EVANINI, & Y. SO

Computer Assisted Language Learning, Online First

Examining the Applications and Opinions of the TOEFL ITP® Assessment Series Test Scores in Three Countries

J. GOLUBOVICH, F. TOLENTINO, & S. PAPAGEORGIOU

ETS Research Report No. RR-18-44, TOEFL-RR-84

A Minority Within a Minority

E. JENNER & M. KONKEL

Language Magazine

Evaluating Invariance in Test Performance for Adolescent Learners of English as a Foreign Language

V. MANNA, H. YOO, & L. MONFILS

ETS Research Report No. RR-18-21, TOEFL-RR-82

An Investigation of the Predictive Validity of the TOEFL iBT® Test at an English-Medium University in Turkey

J. O'DWYER, E. KANTARCIOĞLU, & C. THOMAS

ETS Research Report No. RR-18-43, TOEFL-RR-83

Adding Value to Second-Language Listening and Reading Subscores: Using a Score Augmentation Approach

S. PAPAGEORGIOU & I. CHOI

International Journal of Testing, v18 n3, p207–230

The Research Foundation for the *TOEIC*® Tests: A Compendium of Studies: Volume III

D. E. POWERS & J. SCHMIDGALL (EDS.)

Book; ETS

ETS staff members were lead authors or coauthors of the 13-chapter volume, which covers such topics as expanding the question formats of the *TOEIC*® Speaking Test, the statistical analyses for the updated *TOEIC*® Listening and Reading Test, and the consistency of *TOEIC*® speaking scores across ratings and tasks.

Do the *TOEFL iBT*® Section Scores Provide Value-Added Information to Stakeholders?

Y. SAWAKI & S. SINHARAY

Language Testing, v34 n4, p529–556

Best Practices for Comparing *TOEIC*® Speaking Test Scores to Other Assessments and Standards: A Score User's Guide

J. SCHMIDGALL

ETS Research Report No. RM-18-05

A Good Fit? Examining the Alignment Between the *TOEFL Junior*® Standard Test and the English as a Foreign Language Curriculum in Berlin, Germany

V. TIMPE-LAUGHLIN

ETS Research Memorandum No. RM-18-11

Universal Design for Learning: Review and Recommendations for EFL Instruction

V. TIMPE-LAUGHLIN, & M. K. LAUGHLIN

Inklusiver Englischunterricht, p161–173

Young Adolescent EFL Students' Writing Skill Development: Insights from Assessment Data

M. K. WOLF, S. OH, Y. WANG, & F. S. TSUTAGAWA

Language Assessment Quarterly, v15 n4, p311–329

Measuring English Language Proficiency Across Subgroups: Using Score Equity Assessment to Evaluate Test Fairness

H. YOO, V. F. MANNA, L. F. MONFILS, & H.-J. OH

Language Testing, Online First

Language Learning and Assessment

Developing C-tests for Estimating Proficiency in Foreign Language Research

J. M. NORRIS (ED.)

R. Grotjahn, C. Harsch, & G. Sigott (series eds.) *Language Testing and Evaluation* series. v39 Book; Peter Lang International Academic Publishers

An ETS staff member is author of the introductory chapter:

J. M. NORRIS

Developing and Investigating C-tests in Eight Languages, Chapter 1, p7–33

Test Review: TestDaF

J. M. NORRIS & A. DRACKERT

Language Testing, v35 n1, p149–157

Pragmatics in Task-Based Language Assessment: Opportunities and Challenges

V. TIMPE-LAUGHLIN

Task-Based Approaches to Teaching and Assessing Pragmatics, Chapter 12, p288–304

Formative Assessment of Mathematics and Language: Applying Companion Learning Progressions to Reveal Greater Insights to Teachers

E. C. WYLIE, M. I. BAUER, A. L. BAILEY, & M. HERITAGE

In A. L. Bailey, C. A. Maher, & L. C. Wilkinson (eds.) *Language, Literacy, and Learning in the STEM Disciplines: How Language Counts for English Learners*. Routledge, 1st Edition, Chapter 8, p143–168

International and National Large-Scale Assessment

Large-scale Assessments in Education

D. HASTEDT & E. GONZALEZ (EDS.-IN-CHIEF)

Journal; Springer Open

How Have Assessments Helped Us Understand Adult Literacy? (Short Video)

I. S. KIRSCH

How Have Large-Scale Surveys of Adults Evolved? (Short Video)

I. S. KIRSCH

Data Analytics and Psychometrics: Informing Assessment Practices

IN H. JIAO, R. W. LISSITZ, & A. VAN WIE (EDS.)

Book; Information Age Publishing

Two ETS staff members contributed to this 10-chapter volume:

R. J. MISLEVY

On Integrating Psychometrics and Learning Analytics in Complex Assessments, Chapter 1, p1–52

Q. HE, M. VON DAVIER, & Z. HAN

Exploring Process Data in Problem-Solving Items in Computer-Based Large-Scale Assessments: Case Studies in PISA and PIAAC, Chapter 2, p53–76

Bridging Validity and Evaluation to Match International Large-Scale Assessment Claims and Country Aims

M. E. OLIVERI, D. RUTKOWSKI, & L. RUTKOWSKI

ETS Research Report No. RR-18-27

Development and Implementation of a Machine-Supported Coding System for Constructed-Response Items in PISA

K. YAMAMOTO, Q. HE, H. J. SHIN, & M. VON DAVIER

Psychological Test and Assessment Modeling, v60 n2, p145–164

Automated Scoring, Natural Language Processing, and Multimodal

A Corpus of Non-Native Written English Annotated for Metaphor

B. BEIGMAN KLEBANOV, C. W. LEONG, & M. FLOR

Paper in *Proceedings of the 2018 Annual Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies*, Vol. 2 (Short Papers), p86–91

Developing an *E-rater*® Advisory to Detect Babel-Generated Essays

A. CAHILL, M. CHODOROW, & M. FLOR

The Journal of Writing Analytics, v2, p203–224

End-to-End Neural Network Based Automated Speech Scoring

L. CHEN, J. TAO, S. GHAFFARZADEGAN, & Y. QIAN

Paper in *Proceedings of the IEEE International Conference on Acoustics, Speech & Signal Processing (ICASSP)*, p6234–6238

Automated Scoring of Nonnative Speech Using the *SpeechRater* SM v.5.0 Engine

L. CHEN, K. ZECHNER, S.-Y. YOON, K. EVANINI, X. WANG, A. LOUKINA, J. TAO, L. DAVIS, C. M. LEE, M. MA, R. MUNDKOWSKY, C. LU, C. W. LEONG, & B. GYAWALI

ETS Research Report No. RR-18-10

Improvements to an Automated Content Scoring System for Spoken CALL Responses: The ETS Submission to the Second Spoken CALL Shared Task

K. EVANINI, M. MULHOLLAND, R. UBALE, Y. QIAN, R. A. PUGH, V. RAMANARAYANAN, & A. CAHILL

Paper in *Proceedings of the 19th Annual Conference of the International Speech Communication Association*, p2379–2383

Game-Based Spoken Dialog Language Learning Applications for Young Students

K. EVANINI, V. TIMPE-LAUGHLIN, E. TSUPRUN, I. BLOOD, J. LEE, J. BRUNO, V. RAMANARAYANAN, P. LANGE, & D. SUENDERMANN-OEFT

Paper in *Proceedings from the 2018 Interspeech Conference*, p548–549

Catching Idiomatic Expressions in EFL Essays

M. FLOR & B. BEIGMAN KLEBANOV

Paper in *Proceedings of the Workshop on Figurative Language Processing*, p34–44

A Semantic Role-Based Approach to Open-Domain Automatic Question Generation

M. FLOR & B. RIORDAN

Paper in *Proceedings of the Thirteenth Workshop on Innovative Use of NLP for Building Educational Applications*, p254–263

Towards an Intelligent Tutor for Teamwork: Responding to Human Sentiments

J. HAO, D. ZAPATA-RIVERA, A. C. GRAESSER, Z. CAI, X. HU, & B. GOLDBERG

In R. A. Sottolare, A. C. Graesser, X. Hu, & A. M. Sinatra (eds.) *Design Recommendations for Intelligent Tutoring Systems: Team Tutoring*. U.S. Army Research Laboratory, v6, Section III, Chapter 14, p151–159

A Report on the 2018 VUA Metaphor Detection Shared Task

C. W. LEONG, B. BEIGMAN KLEBANOV, & E. SHUTOVA

Paper in *Proceedings of the Workshop on Figurative Language Processing*, p56–66

Toward Large-Scale Automated Scoring of Scientific Visual Models

C. W. LEONG, L. LIU, R. UBALE, & L. CHEN

Paper in *Proceedings of the Fifth Annual ACM Conference on Learning at Scale*, p1-4

Evaluating On-Device ASR on Field Recordings From an Interactive Reading Companion

A. LOUKINA, N. MADNANI, B. BEIGMAN KLEBANOV, A. MISRA, G. ANGELOV, & O. TODIC

Paper in *Proceedings of the IEEE Workshop on Spoken Language Technology (SLT)*, p964-970

Using Exemplar Responses for Training and Evaluating Automated Speech Scoring Systems

A. LOUKINA, K. ZECHNER, J. V. BRUNO, & B. BEIGMAN KLEBANOV

Paper in *Proceedings of the 13th Workshop on Innovative Use of NLP for Building Educational Applications*, p1-12

Writing Mentor: Self-Regulated Writing Feedback for Struggling Writers

N. MADNANI, J. BURSTEIN, N. ELLIOT, B. BEIGMAN KLEBANOV, D. NAPOLITANO, S. ANDREYEV, & M. SCHWARTZ

Paper in *Proceedings of the 27th International Conference on Computational Linguistics: System Demonstrations*, p113-117

Automated Scoring: Beyond Natural Language Processing

N. MADNANI & A. CAHILL

Paper in *Proceedings of the 27th International Conference on Computational Linguistics*, p1099-1109

A Robust Microservice Architecture for Scaling Automated Scoring Applications

N. MADNANI, A. CAHILL, D. BLANCHARD, S. ANDREYEV, D. NAPOLITANO, B. GYAWALI, M. HEILMAN, C. M. LEE, C. W. LEONG, M. MULHOLLAND, & B. RIORDAN

ETS Research Report No. RR-18-14

Validation of Automated Scoring for a Formative Assessment That Employs Scientific Argumentation

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