

## **LORENA LLOSA**

New York University  
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(212) 998-5485

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### **EDUCATION**

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#### **Ph.D., Applied Linguistics (Language Assessment Track)**

University of California, Los Angeles, 2005

#### **MA, Teaching English as a Second Language**

University of California, Los Angeles, 1996

#### **BA, English and Spanish**

Santa Clara University, Santa Clara, CA, 1994

French minor. University Honors Program.

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### **EMPLOYMENT HISTORY**

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#### **Associate Professor with Tenure (Fall 2011- Present)**

#### **Assistant Professor (Fall 2005- Spring 2011)**

New York University

Multilingual Multicultural Studies Unit (TESOL/Bilingual/Foreign Language Education)

Department of Teaching and Learning

Steinhardt School of Culture, Education, and Human Development

#### **Academic Coordinator (1999 – 2005)**

International Pre-Orientation (IPO)

The Anderson School, UCLA and The Language Resource Center at UCLA.

#### **Senior Educational Research Analyst (1/2002 – 1/2003)**

#### **Professional Expert (2/2003 –9/2004)**

Program Evaluation and Research Branch

Los Angeles Unified School District, Los Angeles, CA.

#### **Teaching Assistant/Associate/Fellow (1/1996 – 6/2004)**

ESL Service Courses

University of California, Los Angeles

#### **Staff Research Associate (4/1997 - 8/1998)**

#### **Graduate Student Researcher (Summer 1999)**

Center for the Study of Evaluation/CRESST

University of California, Los Angeles

#### **Part-time Teaching Positions (1995-2004)**

Listed at the end of the CV.

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## FUNDED RESEARCH PROJECTS

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**Co-Principal Investigator of the Center / PI of Formative Assessment Research Strand.** *National Research and Development Center for English Learners: Transdisciplinary approaches to improving opportunities and outcomes for English learners in secondary school settings: Using engagement, team-based learning, and formative assessment to develop content and language proficiency* (PI: David Francis; Co-PI: Sharon Vaughn; Other Co-PIs: Michael Kieffer (NYU), Coleen Carlson, Jeremy Miciak, Suzanne Donovan, Leticia Martinez, Philip Capin, Diane August, Catherine Snow, & Joel Gómez)

Funded by the Institute of Education Sciences  
Award Period: September 2020-August 2025  
Amount: \$10 million (NYU Subcontract: \$2 million)

**Co-Principal Investigator.** *Science and Integrated Language Plus Computational Thinking and Modeling with ELs (SAIL+CTM with ELs)* (PI: Okhee Lee, New York University; Other Co-PIs: Corey Brady at Vanderbilt and Eric Klopfer at MIT)

Funded by the National Science Foundation (NSF DRL 1742138)  
Period: 8/2017 – 7/2020  
Amount: \$2.5 million

**Co-Principal Investigator.** *Collaborative Research: Development of Language-Focused Three-Dimensional Science Instructional Materials to Support English Language Learners in Fifth Grade* (PI: Okhee Lee, New York University and Guadalupe Valdés, Stanford University)

Funded by the National Science Foundation (NSF DRL 1503330)  
Period: 9/2015 – 8/2019  
Amount: \$3.0 million

**Co-Principal Investigator.** *Unpacking language-related knowledge for teaching: A study of linguistically responsive teachers working with English learners.* (PI: Kongji Qin)

Funded by The Spencer Foundation  
Period: Fall 2018 – Fall 2019  
Amount: \$50,000

**Co-Principal Investigator.** *What is language-related knowledge for teaching? Investigating this construct as a framework for preparing linguistically responsive teachers for English learners.* (PI: Kongji Qin)

Funded by the Steinhardt Faculty Challenge Grants Competition—Research Development  
Award Period: Fall 2018 – Fall 2019  
Amount: \$10,000

**Co-Principal Investigator.** *Promoting Science among English Language Learners (P-SELL) Scale-Up.* (PI: Okhee Lee, NYU)

Funded by the National Science Foundation (NSF DRL 1209309)  
Period: 9/2011 – 8/2015  
Amount: \$4.5 million

**Principal Investigator.** *Comparability of students' writing performance on TOEFL-iBT and required university writing courses* (with Margaret Malone, Center for Applied Linguistics)

Funded by Educational Testing Service  
Period: 8/2012 – 8/2015  
Amount: \$125,000

**Principal Investigator.** *Next Generation Science Standards and English language learners: Developing language and science assessments for elementary school classrooms*  
Funded by the Steinhardt Faculty Challenge Grants Competition—Summer Development  
Award Period: Summer 2014  
Amount: \$5,000

**Principal Investigator.** *Developing a diagnostic assessment of academic writing: Teacher and student perspectives* (with Sarah W. Beck, NYU)  
Funded by the Kate Sapir Zirin Education Faculty Research Award, NYU Steinhardt  
Period: 9/2012 – 12/2013  
Amount: \$10,000

**Postdoctoral Fellow.** *Assessing English learners' progress: A longitudinal examination of a standards-based classroom assessment based on teacher judgments*  
Funded by the National Academy of Education/Spencer Postdoctoral Fellowship  
Period: 9/2009 – 8/2010  
Amount: \$55,00 (One year leave from teaching and administrative responsibilities)

**Co-Investigator.** *Language-Minority Students and California's Community Colleges: Testing, Placement, and Academic Pathways* (PI: George Bunch, University of California, Santa Cruz)  
Funded by The William and Flora Hewlett Foundation  
Period: 7/1/07 – 6/1/10  
Amount: \$ 434,898 (NYU Subcontract Amount: \$42,988)

**Co-Principal Investigator.** *What is academic writing? Investigating this construct as a basis for diagnosing secondary students' writing difficulties* (PI: Sarah W. Beck, NYU)  
Funded by The Spencer Foundation  
Period: 9/1/07 – 8/31/08  
Amount: \$39,875

**Principal Investigator.** *Developing a diagnostic assessment of academic writing: The construct definition phase* (with Sarah W. Beck, NYU)  
Funded by the Steinhardt Challenge Grants Competition--Doctoral Graduate Assistant Award  
Period: 2007 – 08  
Amount: \$31,710

**Co-Principal Investigator.** *Developing an evidentiary framework for the construct of academic writing* (PI: Sarah W. Beck, NYU).  
Funded by a New York University Research Challenge Grant  
Period: 6/1/07 – 5/31/08  
Amount: \$10,326

**Principal Investigator.** *The nature of academic writing in secondary education: Implications for diagnostic assessment* (with Sarah W. Beck, NYU)  
Funded by the Steinhardt Faculty Challenge Grants Competition--IDEA Award  
Period: 6/1/07 – 5/31/08  
Amount: \$5,000

**Principal Investigator.** *Developing a diagnostic assessment of academic writing: The construct definition phase* (with Sarah W. Beck, NYU)  
Funded by the Steinhardt Faculty Challenge Grants Competition—Summer Development  
Award Period: Summer 2008  
Amount: \$5,000

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## OTHER FUNDED PROJECTS

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**Co-Principal Investigator.** *Roundtable on Applied Linguistics: An NYU Interdisciplinary Faculty Working Group.* (with Maria José Zubieta, Department of Spanish and Portuguese, NYU).

Funding source: NYU's Center for Latin American and Caribbean Studies (CLACS) Faculty Grant

Funding period: 2010 – 2011

Amount: \$1,500

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## HONORS AND AWARDS

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- AERA Second Language Research SIG Midcareer Award (2019)
- National Academy of Education/Spencer Postdoctoral Fellowship (2009-2010)
- New York University W. Gabriel Carras Award (2007)
- AERA Division H Outstanding Dissertation Award (2006)
- Spencer Foundation Dissertation Fellowship for Research Related to Education (2004-2005)
- UC Linguistic Minority Research Institute (LMRI) Dissertation Grant (2004-2005)
- Lado Award for Outstanding Student Paper at the 2005 Language Testing Research Colloquium
- CATESOL Graduate Student Research Award (2005)
- TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment (2004)
- Marianne Celce-Murcia Award for Outstanding Teaching Assistant (2004)
- Eugene Cota Robles Award, University of California, Los Angeles (1998-2002)

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## PEER REVIEWED JOURNAL ARTICLES (current and former students' names are in italics)

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**Llosa, L.**, *Grabin, S. E.*, & *Haas, A.* (in press). Four types of embedded formative assessment in the science classroom with English learners. *Science and Children*.

*Grabin, S.E.*, **Llosa, L.**, *Haas, A.*, & *Lee, O.* (in press). Rethinking instructional strategies with English learners in the content areas in light of contemporary perspectives on content and language learning. *TESOL Journal*.

*Haas, A.*, *Januszyk, R.*, *Goggins, M.*, *Grabin, S.*, **Llosa, L.**, & *Lee, O.* (in press). Developing instructional materials aligned to the Next Generation Science Standards for all students, including English learners. *Journal of Science Teacher Education*.

*Haas, A.*, *Grabin, S.*, *Simon, C.*, **Llosa, L.**, & *Lee, O.* (in press). Integrating computational modeling into science instruction with English learners. *Science and Children*.

*Grabin, S. E.*, & **Llosa, L.** (2020). Toward an integrative framework for understanding multimodal L2 writing in the content areas. *Journal of Second Language Writing*, 47.

*Haas, A.*, *Grabin, S. E.*, *Wendel, D.*, **Llosa, L.**, & *Lee, O.* (2020). How fifth-grade English learners engage in systems thinking using computational models. *Systems*, 8, 47.

**Llosa, L.**, *Grabin, S. E.*, *Friginal, E.*, *Cushing, S. T.*, & *Malone, M. E.* (2020). Linguistic dimensions of TOEFL iBT essays compared with successful student disciplinary writing. *TESOL Quarterly*, 54(1), 251-265.

- Grabin, S., Haas, A., Goggins, M., **Llosa, L.**, & Lee, O. (2019). Beyond general-purpose talk moves: Discipline-specific probes with English learners in the science classroom. *Science and Children*, 57(4), 36-43.
- Goggins, M., Haas, A., Grabin, S., **Llosa, L.**, & Lee, O. (2019). Integrating cross-cutting concepts into science instruction. *Science and Children*, 57(2), 56-61.
- Grabin, S. E., **Llosa, L.**, Haas, A., Goggins, M., & Lee, O. (2019). Precision: Toward a meaning-centered view of language use with English learners in the content areas. *Linguistics and Education*, 50, 71-83.
- Lee, O., **Llosa, L.**, Grabin, S. E., Haas, A., & Goggins, M. (2019). Science and language integration with English learners: A conceptual framework guiding instructional materials development. *Science Education*, 103, 317-337.
- Grabin, S. E., & **Llosa, L.** (2019). Comparing objectives and assignments in ESL versus mainstream composition courses. *NYS TESOL Journal*, 6(1), 3-18.
- Llosa, L.**, & Malone, M. E. (2019). Comparability of students' writing performance on TOEFL iBT and in university writing courses. *Language Testing*, 36(2), 235-263.
- Beck, S., **Llosa, L.**, Black, K., & Anderson, A.T.G. (2018). From assessing to teaching writing: What teachers prioritize. *Assessing Writing*, 37, 68-77.
- Llosa, L.**, & Malone, M. E. (2017). Student and instructor perceptions of writing tasks and performance on TOEFL iBT versus university writing courses. *Assessing Writing*, 34, 88-99.
- Llosa, L.**, Lee, O., Jiang, F., Haas, A., O'Connor, C., Van Booven, C. D., & Kieffer, M. J. (2016). Impact of a large-scale science intervention focused on English language learners. *American Educational Research Journal*, 53(2), 395-424.
- Lee, O., **Llosa, L.**, Jiang, F., Haas, A., O'Connor, C., & Van Booven, C. D. (2016). Elementary teachers' science knowledge and instructional practices: Impact of an intervention focused on English language learners. *Journal of Research in Science Teaching*, 53(4), 579-597.
- Lee, O., **Llosa, L.**, Jiang, F., O'Connor, C., & Haas, A. (2016). School resources in teaching science to diverse student groups: An intervention's effect on elementary teachers' perceptions. *Journal of Science Teacher Education*, 27(7), 769-794.
- Llosa, L.**, Van Booven, C. D., & Lee, O. (2015). Teaching content standards to English language learners: Science teachers' use of language development and home language strategies. *NYS TESOL Journal*, 2(2), 6-19.
- Avenia-Tapper, B., & **Llosa, L.** (2015). Construct relevant or irrelevant? The role of linguistic complexity in the assessment of English language learners' science knowledge. *Educational Assessment*, 20, 95-111.
- Maerten-Rivera, J., Huggins-Manley, A.C., Adamson, K., Lee, O., & **Llosa, L.** (2015). Development and validation of a measure of elementary teachers' science content knowledge in two multiyear teacher professional development intervention projects. *Journal of Research in Science Teaching*, 52(3), 371-396.

- Wei, J., & Llosa, L. (2015). Investigating differences between American and Indian raters in assessing TOEFL iBT speaking tasks. *Language Assessment Quarterly*, 12(3), 283-304.
- Hudson, T., & Llosa, L. (2015). Design issues and inference in experimental L2 research. *Language Learning*, 65(1), 76-96.
- Beck, S. W., Llosa, L., Black, K., & Trzeszkowski-Giese, A. (2015). Beyond the rubric: Think-alouds as a diagnostic assessment tool for high school writing teachers. *Journal of Adolescent and Adult Literacy*, 58(8), 668-679.
- Beck, S. W., Llosa, L., & Fredrick, T. (2013). The challenges of writing exposition: Lessons from a study of ELL and non-ELL high school students. *Reading and Writing Quarterly*, 29, 358-380.
- Llosa, L. (2012). Assessing English learners' progress: Longitudinal invariance of a standards-based classroom assessment of English proficiency. *Language Assessment Quarterly*, 9(4), 331-347.
- Llosa, L., Beck, S. W., & Zhao, C. G. (2011). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing*, 16, 256-273.
- Llosa, L. (2011). Standards-based classroom assessment of English proficiency: A review of issues, current developments, and future directions for research. *Language Testing*, 28(3), 367-382.
- Newton, X. A., & Llosa, L. (2010). Towards a more nuanced approach to program effectiveness assessment: Hierarchical linear models (HLM) in K-12 program evaluation. *American Journal of Evaluation*, 31(2), 162-179.
- Llosa, L., & Slayton, J. (2009). Using program evaluation to inform and improve the education of young English learners in U.S. schools. *Language Teaching Research*, 13(1), 35-54.
- Frazier, S., & Llosa, L. (2009). Meaning differences in the use of the null vs. the definite articles: the case of the seasons. *English Text Construction*, 2(1), 1-17.
- Llosa, L. (2008). Building and supporting a validity argument for a standards-based classroom assessment of English proficiency based on teacher judgments. *Educational Measurement: Issues and Practice*, 27(3), 32-42.
- Zhao, C. G., & Llosa, L. (2008). Voice in high-stakes L1 academic writing assessment: Implications for L2 writing instruction. *Assessing Writing*, 13, 153-170.
- Llosa, L. (2007). Validating a standards-based classroom assessment of English proficiency: A multitrait-multimethod approach. *Language Testing*, 24(4), 489-515.
- Jensen, L., & Llosa, L. (2007). Heritage language reading in the university: A survey of students' experiences, strategies, and preferences. *The Heritage Language Journal*, 5(1).
- Llosa, L. (2005). Assessing English learners' language proficiency: A qualitative investigation of teachers' interpretations of the California ELD Standards. *The CATESOL Journal*, 17(1), 7-18.
- Slayton, J., & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record*, 107(12), p. 2543-2565.

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## ENCYCLOPEDIA AND BOOK CHAPTERS (current and former students' names are in italics)

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- Llosa, L.** (2020). Revisiting the role of content in language assessment constructs. In Ockey, G. and Green, B. (Eds.). *A next generation of fundamental considerations in language assessment: A festschrift in honor of Lyle F. Bachman* (pp. 29-42). Springer.
- Goggins, M., *Haas, A., Grapin, S.E.*, Januszyk, R., **Llosa, L.**, & Lee, O. (in press). Broadening access to science: Crosscutting concepts as resources in the NGSS classroom. In J. Nordine & O. Lee (Eds.), *Crosscutting concepts: Strengthening science and engineering learning*. Alexandria, VA: National Science Teaching Association.
- Lee, O., Goggins, M., *Haas, A.*, Januszyk, R., **Llosa, L.**, & *Grapin, S.E.* (2019). Making everyday phenomena phenomenal: Next Generation Science Standards-aligned instructional materials using local phenomena with diverse student groups. In P. Spycher & E. Haynes (Eds.), *Culturally and linguistically diverse learners and STEAM: Teachers and researchers working in partnership to build a better tomorrow* (pp. 211-228). Charlotte, NC: Information Age Publishing.
- Llosa, L.**, Maerten-Rivera, J., & *Van Booven, C. D.* (2017). Challenges in implementing and evaluating a large-scale science intervention: The case of the *Promoting Science among English Language Learners (P-SELL)* project (pp.52-65). In C. Buxton & M. Alleksaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science: Putting Research into Teaching Practice*. New York: Routledge.
- Maerten-Rivera, J., **Llosa, L.**, & Lee, O. (2017). Measures and outcomes for students and teachers in the Promoting Science among English Language Learners (P-SELL) project (pp.31-51). In C. Buxton & M. Alleksaht-Snider (Eds.), *Supporting K-12 English Language Learners in Science: Putting Research into Teaching Practice*. New York: Routledge.
- Llosa, L.** (2016). Assessing students' content knowledge and language proficiency. In E. Shohamy & I. Or (Eds.), *Encyclopedia of Language and Education, Volume 7* (pp. 3-14). New York: Springer International Publishing.
- Lee, O., & **Llosa, L.** (2015). How is the term academic language helpful? How is it imprecise? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, Bilingual and English Language Learners: A Resource for Educators* (pp. 54-55). Philadelphia, PA: Caslon Publishing.
- Lee, O., & **Llosa, L.** (2015). What are the language demands for science in the Next Generation Science Standards? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, Bilingual and English Language Learners: A Resource for Educators* (pp. 164-165.). Philadelphia, PA: Caslon Publishing.
- Llosa, L.** (2013). Assessing heritage language learners. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 440-453). Hoboken, NJ: Wiley-Blackwell.
- Llosa, L.** (2013). Language testing and accountability. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal0654.
- Rosalía, C.* & **Llosa, L.** (2009). Assessing the quality of online peer feedback in L2 writing. In R. de Cassia Veiga Marriott & P. Lupion Torres (Eds.), *Handbook of Research on E-Learning Methodologies of Language Acquisition* (pp. 322-338). Hershey, PA: IGI Global.

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## OTHER PUBLICATIONS AND TECHNICAL REPORTS

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- National Academies of Sciences, Engineering, and Medicine. (2020). *A Principled Approach to Language Assessment: Considerations for the U.S. Foreign Service Institute*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25748>. [**Committee Member**]
- Llosa, L.**, Kieffer, M. J., & Lee, O. (2016). *How can educational systems better serve English learners?* Education Solutions Initiative. NYU Steinhardt. Available at <http://steinhardt.nyu.edu/e/i2/edsolutions/201609/4EnglishLearners.pdf>
- Llosa, L.**, & Bunch, G. C. (2011). *What's in a test? Constructs, characteristics, and implications of ESL and English placements tests for language minority students in California's community colleges*. Report prepared for The William and Flora Hewlett Foundation. Available at <http://www.escholarship.org/uc/item/10g691cw>
- Bunch, G. C., Endris, K., Panayotova, D., Romero, M., & **Llosa, L.** (2011). *Language Testing and Placement Policies and Practices for Language Minority Students in California's Community Colleges: Mapping the Terrain*. Report prepared for The William and Flora Hewlett Foundation. Available at <http://www.escholarship.org/uc/item/31m3q6tb>
- Hansen, E. E., **Llosa, L.**, & Slayton, J. (2004). *Evaluation of the Waterford Early Reading Program as a supplementary program in the Los Angeles Unified School District 2002-2003*. Planning, Assessment and Research Division Publication No. 177. Program Evaluation and Research Branch, Los Angeles Unified School District.
- Llosa, L.** (2003). A lifetime of dedication to language education: An interview with Russ Campbell. *Issues in Applied Linguistics*, 14(1), 70-81.
- Slayton, J., & **Llosa, L.** (2002). *Evaluation of the Waterford Early Reading Program 2001-2002: Implementation and student achievement*. Planning, Assessment and Research Division Publication No. 144. Program Evaluation and Research Branch, Los Angeles Unified School District.
- Llosa, L.**, & Slayton, J. (2002). *Evaluation of the Waterford Early Reading Program 2001-2002: Impact on student achievement*. Planning, Assessment and Research Division Publication No. 134. Program Evaluation and Research Branch, Los Angeles Unified School District.
- Slayton, J., & **Llosa, L.** (2002). *Evaluation of the initial implementation of the Waterford Early Reading Program 2001-2002*. Planning, Assessment and Research Division Publication No. 126. Program Evaluation and Research Branch, Los Angeles Unified School District.

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## BLOGS, BRIEFS, AND WEBINARS (current and former students' names are in italics)

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- Haas, A., Grapin, S. E., Llosa, L., & Lee, O.* (2020). *Integrating science and language for all students with a focus on English language learners: Science instructional shifts*. Brief and Webinar prepared for the New York State Education Department. [Available [here](#)]
- Grapin, S. E., Haas, A., Llosa, L., & Lee, O.* (2020). *Integrating science and language for all students with a focus on English language learners: Language instructional shifts*. Brief and webinar prepared for the New York State Education Department. [Available [here](#)]

**Llosa, L., Haas, A., Grapin, S. E., & Lee, O. (2020).** *Integrating science and language for all students with a focus on English language learners: A classroom example.* Brief and Webinar prepared for the New York State Education Department. [Available [here](#)]

**Llosa, L., Grapin, S. E., Haas, A. (2020).** *Integrating science and language for all students with a focus on English language learners: Science and language assessment shifts.* Brief and Webinar prepared for the New York State Education Department. [Available [here](#)]

**Llosa, L., Grapin, S. E., Haas, A. (2020).** *Integrating science and language for all students with a focus on English language learners: Formative assessment in the science classroom.* Brief and Webinar prepared for the New York State Education Department. [Available [here](#)]

*Haas, A., Goggins, M., Grapin, S. E., Llosa, L., & Lee, O. (2018, October 7).* *Integrating computational thinking and modeling into science instruction.* [Blog post]. Retrieved from <http://nstacomunities.org/blog/2018/10/07/integrating-computational-thinking-and-modeling-into-science-instruction/>

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## **CURRICULA** (current and former students' names are in italics)

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SAIL Research Lab. (2020). *Science and Integrated Language Plus Computational Thinking and Modeling (SAIL+CTM): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards with a focus on English learners that integrates computation thinking and modeling.* New York, NY: New York University. <https://www.nyusail.org>

Writers: *Alison Haas, Scott E. Grapin, Daniel Wendel, Lorena Llosa, and Okhee Lee*

SAIL Research Lab. (2019). *Science and Integrated Language (SAIL): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards with a focus on English learners.* New York, NY: New York University. <https://www.nyusail.org>

Writers: *Rita Januszyk, Alison Haas, Marcelle Goggins, Scott E. Grapin, Lorena Llosa, and Okhee Lee*

*Note:* All four units in the yearlong SAIL curriculum are available on the [website](#). The first unit, *The Garbage Unit*, was awarded an NGSS Design Badge, indicating the highest quality in NGSS instructional materials design: <https://www.nextgenscience.org/resources/grade-5-sail-garbage-unit>

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## **PLENARY AND INVITED TALKS**

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Llosa, L. (2020, November—postponed). *La investigación en la evaluación de lenguas: No sólo para psicometristas [Language assessment research: Not just for psychometricians].* Plenary address to be delivered at the annual meeting of the Language Assessment Special Interest Group of Spain (Grupo de interés en evaluación de lenguas en España, GIELE), Madrid, Spain.

Qin, K. & **Llosa, L.** (2020, October). *Integrating content and language through different lenses: Science teachers' language-related knowledge and linguistically responsive instruction.* Invited Talk delivered virtually for the Internationals Network Public Schools, New York, NY.

- Llosa, L. (2020, September—postponed). Plenary address to be delivered at the second annual meeting of the Latin American Association for Language Testing and Assessment (LAALTA), Buenos Aires, Argentina. (Postponed until September 2021)
- Llosa, L. (2019, October). *Assessing learners at the intersection of content and language*. Keynote address at the Asian Association of Language Assessment (AALA) annual meeting in Hanoi, Vietnam.
- Llosa, L. (2019, September). *Revisiting the role of content in language assessment constructs*. Plenary address at the East Coast Organization of Language Testers (ECOLT). Georgetown University in Washington, DC.
- Llosa, L. (2019, April). *Reconceptualizing English proficiency when assessing student writing in the science classroom*. Invited Talk at the Norwegian University of Science and Technology, Trondheim, Norway.
- Llosa, L. (2018, December). *Supporting English learners at the intersection of content and language*. Plenary address presented at the Long Island Teachers' Institute: Generation NOW: Acc-ELL-erating Pathways to Success for Linguistically Diverse Learners, Melville, NY.
- Llosa, L. (2018, November). *Assessment at the intersection of content and language: What exactly should be assessed?* Invited Talk at the Assessing World Languages Conference, University of Macau, Macau.
- Llosa, L. (2018, October). *Writing performance on TOEFL iBT and in required university writing courses*. Invited Talk at the TOEFL Research Symposium. Educational Testing Service. Princeton, NJ.
- Llosa, L. (2018, September). *Redefining the construct of English language proficiency to support English learners in the content areas*. Plenary address presented at the annual meeting of the Midwest Association of Language Testers (MwALT), University of Wisconsin, MA.
- Llosa, L. (2017, June). *Can the same task be used to assess both science and language proficiency?* Invited Talk presented at the Foundations of Language Assessment Conference: An International Conference in Honor of Lyle F. Bachman. Salt Lake City, UT.
- Llosa, L., Kieffer, M. J., & Lee, O. (2016, September). *How can educational systems better serve English learners?* EdTalk presented at the Education Solutions Initiative Leadership Forum, Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY.
- Llosa, L. (2016, October). *The critical role of teachers and the complicated relationship between language proficiency and content knowledge in the assessment and instruction of English learners*. Invited Talk presented at the School of Education Brown Bag, University of California, Irvine, Irvine, CA.
- Llosa, L. (2016, March). *The relationship between language proficiency and content knowledge in the assessment of English language learners in schools*. Plenary address presented at the Georgetown University Roundtable, Washington, DC.
- Llosa, L. (2016, February). *Assessment in the foreign language classroom: Basic principles and exciting possibilities*. Invited talk for the Center for Integrated Language Communities,

National Language Resource Center at the Graduate Center, CUNY, New York, NY.

- Llosa, L. (2013, October). *Research questions and interpretations in causal vs. correlational research designs*. Invited talk for the Conference on Improving Quantitative Reasoning in Second Language Research, Georgetown University, Washington, DC.
- Llosa, L. & Avenia-Tapper, B. (2013, September). *The role of linguistic complexity in the assessment of English learners' science knowledge*. Plenary address presented at the annual meeting of the Midwest Association of Language Testers (MwALT), Michigan State University.
- Llosa, L. (2011, February). *Can we trust teacher judgments? Validating a standards-based classroom assessment of English proficiency*. Invited Talk at the Research Colloquium, Department of Communicative Sciences and Disorders. New York University, NY.
- Beck, S. W. & Llosa, L. (2009, December). *Developing a diagnostic assessment of academic writing*. Invited Talk at the Language, Literacy, and Culture Brown Bag Series. Department of Teaching and Learning, New York University, NY.
- Llosa, L. (2008, February). *Validating a standards-based classroom assessment of English proficiency based on teacher judgments*. Invited talk for the Language and Linguistics Speaker Series at Temple University, Philadelphia, PA.
- Llosa, L. (2007, November). *Can we trust teacher judgments? Validating a standards-based classroom assessment of English proficiency*. Invited talk for the Language, Equity, and Educational Policy Working Group at Stanford University, Palo Alto, CA.
- Llosa, L. (2007, September). *Validating a standards-based classroom assessment of English proficiency based on teacher judgments*. Invited talk for the Applied Psychology Developmental Colloquium, New York University, NY.
- Llosa, L. (2007, May). *Using standards-based classroom assessments with English language learners*. Invited Talk at the annual meeting of the Center for the Assessment and Evaluation of Student Learning (CAESL), San Jose, CA.
- Llosa, L. (2006, September). *Can we trust teacher judgments? A validity study of a standards-based classroom assessment of English proficiency*. Invited talk for the Research Colloquium, Invited Talk for the Department of Speech-Language Pathology & Audiology, New York University, NY.
- Llosa, L. (2006, August). *Estado actual de las investigaciones sobre validación de exámenes de lengua extranjera*. Plenary Address at the 2<sup>nd</sup> annual Coloquio CELU (Certificado de Español Lengua y Uso), Universidad de Mar del Plata, República Argentina.
- Llosa, L. (2006, April). *Defining language ability: The role of ESL standards for assessment and instruction*. Plenary Address presented at the 28<sup>th</sup> Annual NYSTESOL Applied Linguistics Conference, Teachers College, Columbia University, New York, NY.
- Llosa, L. (2006, March). *Interpreting ESL/ELD Standards for instruction and assessment*. Discussion led at the 40<sup>th</sup> Annual TESOL (Teachers of English to Speakers of Other Languages) Convention, Tampa, FL.

Llosa, L. (2006, March). *Can we trust teacher judgments? A validity study of a standards-based classroom assessment of English proficiency*. Invited Talk for the Institute of Education and Social Policy (IESP) Research Seminar, New York University, NY.

Llosa, L. (2005, November). *Building and supporting a validity argument for a standards-based classroom assessment of English proficiency*. Invited Talk at the Applied Linguistics/TESOL program, Teachers College, Columbia University, New York, NY.

Llosa, L. (2005, October). *Building and supporting a validity argument for a standards-based classroom assessment of English proficiency*. Invited Talk at Educational Testing Service, Princeton, NJ.

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## INVITED WORKSHOPS AND PANELS

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Llosa, L. (2020, October). *Our differences make us stronger: A conversation across disciplines*. Virtual panel organized by the Steinhardt Latinx Graduate Student Association at New York University.

Llosa, L. (2020, November—postponed). *Cómo desarrollar un programa de investigación para un examen de lenguas [How to develop a research agenda for a language assessment]*. Workshop to be presented at the annual meeting of the Language Assessment Special Interest Group of Spain (Grupo de interés en evaluación de lenguas en España, GIELE), Madrid, Spain.

Llosa, L., Haas, A., & Grapin, S. E. (2020, March--postponed). *Science instruction aligned to the new standards to promote English language learners' science and language learning*. Workshop to be presented at the New York State Education Department Science Summit in Albany, NY.

Llosa, L. (2019, October). *Assessing students in the CLIL classroom*. Workshop presented at the annual meeting of the Asian Association of Language Assessment in Hanoi, Vietnam.

Llosa, L. & Grapin, S. E. (2019, March). *Writing Pedagogies in ESOL and Mainstream College Courses: Getting on the Same Page*. Panel at the ELL Think Tank, Steinhardt School of Culture, Education, and Human Development, New York University.

Llosa, L. (2018, December). *Assessing English learners at the intersection of content and language*. Workshop presented via videoconferencing at California State University, Fullerton, CA.

Llosa, L. (2018, September). *The Future of Latinx Education*. Panel at the Steinhardt School of Culture, Education, and Human Development Faculty Meeting

Llosa, L. (2018, June). *Designing science lessons aligned to the new standards to promote English learners' science and language learning*. Workshop presented at the New York State Next Generation Learning Standards: Supporting All Students Conference. New York City, NY.

Haas, A., Goggins, M., Grapin, S. E., Llosa, L., & Lee, O. (2018, March). *Science and Integrated Language (SAIL) Pilot*. Workshop presented to the Division of English Language Learners and Student Support, New York City Department of Education, NY.

Llosa, L., & Winke, P. (2018, March). *Syllabi for teaching language testing: Examples and a review*. Invited presentation at the Language Assessment Research Colloquium (LARC), Ames, IA.

Llosa, L. (2017, May). *Designing NGSS-aligned lessons for English learners in elementary school*. Workshop presented at the Latino Education Summit. Santa Clara University, Santa Clara, CA.

Moderator, Fireside Chat with Mohamed, Abdel-Kader, Deputy Assistant Secretary of International and Foreign Language Education at the U.S. Department of Education's Office of Postsecondary Education. Organized by NYU Wagner Education Policy Studies Association (WEPSA) (2016, March).

Moderator, NYU Steinhardt's Educational Policy Breakfast on Teacher Quality and Effectiveness (2011, November)

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## **REFEREED CONFERENCE PRESENTATIONS (by topic) (students' names are in italics)**

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### Science and language instruction and assessment for English learners

**Llosa, L.**, *Grapin, S.E., Haas, A.* (2021, April). *Curriculum-embedded formative assessment in linguistically diverse elementary science classrooms*. Poster to be presented at the annual meeting of the American Educational Research Association (AERA).

*Grapin, S.E., & Llosa, L.* (2021, April). *Dynamic assessment of English learners in the content areas: An exploratory study in the science classroom*. Paper to be presented at a roundtable session of the annual meeting of the American Educational Research Association (AERA).

*Haas, A., Llosa, L., Brady, C., & Lee, O.* (2021, April). *Using fifth-grade educative curriculum materials that integrate computational thinking and modeling into NGSS-aligned instruction*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA).

*Qin, K., Llosa, L., Yeom, S.* (2021, April). *Integrating content and language through different lenses: Science teachers' language-related knowledge and linguistically responsive instruction*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA).

*Qin, K. & Llosa, L.* (2021, April). *Translingual caring and transgression: A critical discourse analysis of translanguaging in one multilingual science classroom*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA).

*Qin, K. & Llosa, L.* (2021, April). *Talking to learn, learning to talk: Integrating science and language for ELs through dialogic teaching*. Paper to be presented at a roundtable session of the annual meeting of the American Educational Research Association (AERA).

**Llosa, L.**, & *Qin, K.* (2021, March). *Talking to learn, learning to talk: Integrating science and language for ELs through dialogic teaching*. Paper to be presented at the annual meeting of the American Association of Applied Linguistics (AAAL).

*Grapin, S.E. & Llosa, L.* (2021, March). *Becoming what they are not yet: Dynamic assessment of English learners in science*. Paper to be presented at the annual meeting of the American Association of Applied Linguistics (AAAL).

- Llosa, L., Grapin, S.E., Haas, A., Goggins, M., & Lee, O.** (2020, April). *Teachers' use of formative assessments embedded within an NGSS-aligned science curriculum focused on English learners*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference canceled]
- Haas, A., Grapin, S. E., Goggins, M., Llosa, L., & Lee, O.** (2020, April). *Integrating computational thinking and modeling into NGSS-aligned elementary science curriculum with English learners*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference canceled]
- Grapin, S. E., Llosa, L., Lee, O., & Weinberg, S.** (2020, April). *Are we missing part of the picture?: Multimodal assessment of English learners in science*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference canceled]
- Qin, K., & Llosa, L.** (2020, April). *That's a red-light statement": One teacher's dialogic approach to language-integrated science instruction for English learners*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference canceled]
- Qin, K., Llosa, L., Yeom, S.** (2020, April). *Integrating content and language through different lenses: Science teachers' language-related knowledge and linguistically responsive instruction*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference canceled]
- Qin, K., & Llosa, L.** (2020, March). *Integration through dialogic interaction: One science teacher's designing of language-integrated content instruction for English learners*. Poster to be presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Denver, CO. [Conference canceled]
- Llosa, L., & Grapin, S. E.** (2019, April). *Formative assessment of English learners' language proficiency in the science classroom*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, CA.
- Grapin, S. E., & Llosa, L.** (2019, April). *Divergences across modalities in diagrammatic science models with English learners*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Goggins, M., Haas, A., Grapin, S.E., Llosa, L., & Lee, O.** (2019, April). *Using crosscutting concepts to make sense of phenomena: Engaging diverse student groups in learning science*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Toronto, CA.
- Haas, A., Grapin S.E., Goggins, M., Llosa, L., & Lee, O.** (2019, April). *A case study of one teacher's knowledge and beliefs about computational modeling with English learners*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Lee, O., Llosa, L., Haas, A., Goggins, M., & Grapin, S.E.** (2019, April). *How the NGSS science instructional shifts and language instructional shifts mutually support each other for all students, including English learners*. Symposium at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

- Llosa, L., & Grapin, S. E.** (2019, March). *Academic language or disciplinary practices? Reconciling perspectives of language and content educators when assessing English learners' language proficiency in the content classroom.* Paper presented at the Language Testing Research Colloquium (LTRC), Atlanta, GA.
- Grapin, S. E., & Llosa, L.** (2019, March). *Using multimodal tasks to promote more equitable assessment of English learners in the content areas.* Poster presented at the Language Testing Research Colloquium (LTRC), Atlanta, GA.
- Grapin, S. E., & Llosa, L.** (2018, October). *Beyond accommodations: Using multimodal tasks to assess English learners in science.* Poster presented at the annual meeting of the East Coast Organization of Language Testers (ECOLT). Educational Testing Service, Princeton, NJ.
- Llosa, L.** (2018, April). *Justifying the use of integrated assessments of language and content.* Paper presented at the annual meeting of the National Council of Measurement in Education (NCME), New York, NY.
- Goggins, M., Lee, O., Januszyk, R., Haas, A., Llosa, L., & Grapin, S.E.** (2018, April). *Making everyday phenomena phenomenal: Engaging diverse student groups in learning science.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Llosa, L., & Grapin, S. E.** (2018, March). *Overlapping constructs: Using content tasks to assess English learners' content and language proficiency.* Paper presented at the Language Assessment Research Conference (LARC), Ames, IA.
- Llosa, L., & Grapin, S. E.** (2017, July). *Exploring the possibility of using integrated assessments of science and language.* Work-in-Progress presented at the Language Testing Research Colloquium (LTRC), Bogotá, Colombia.
- Llosa, L., Lee, O., Van Booven, C. D., & Haas, A.** (2017, April). *Impact of a multiyear elementary science intervention focused on English language learners.* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Lee, L., Llosa, L., & Maerten-Rivera, J.** (2016, April). *Curricular and professional development intervention in elementary science instruction with a focus on English language learners.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Van Booven, C. D., & Llosa, L.** (2015, October). *Spontaneous analogy as a student resource for constructing scientific explanations for standardized test items.* Poster presented at the annual meeting of the East Coast Organization of Language Testers (ECOLT) in Washington, DC.
- Llosa, L., Lee, O., Jiang, F., O'Connor, C., & Haas, A.** (2015, April). *The impact of a fifth-grade science curricular and professional development intervention on student science achievement with a focus on ELLs: Evidence from a randomized control trial.* Poster presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- O'Connor, C., Llosa, L., Jiang, F., & Lee, O.** (2015, April). *Intervention's effect on elementary teachers' science knowledge and practices with English language learners: Year 1 results.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

- Van Booven, C. D., **Llosa, L.**, & Lee, O. (2015, April). *Spontaneous analogies in elementary student writing: An "untapped" resource for constructing scientific explanations*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Avenia-Tapper, B. & **Llosa, L.** (2014, June). *The role of linguistic complexity in content assessments*. Paper presented at the Language Testing Research Colloquium (LTRC), Amsterdam, Netherlands.
- Llosa, L.**, Van Booven, C., & Lee, O. (2014, April). *Teaching content standards to English language learners: Elementary science teachers' use of language development strategies*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Avenia-Tapper, B., & **Llosa, L.** (2014, April). *The relation between use of specific grammatical features, science writing and science achievement in elementary school*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- O'Connor, C., Lee, O., Jiang, F., & **Llosa, L.** (2014, April). *School resources in teaching science to English learners across three school districts in one state*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Maerten-Rivera, J., Adamson, K. H., Huggins, A. C., Lee, O., **Llosa, L.**, Jiang, F., & Rohrer, R. (2014, April). *The development and validation of instruments used to measure teachers' science knowledge and teaching practices in a professional development project*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

#### Writing assessment

- Llosa, L.**, Friginal, E., Cushing, S., Grapin, S. E., & Malone, M. E. (2018, August). *Comparing linguistic dimensions of TOEFL iBT Independent and Integrated essays with a corpus of successful student disciplinary writing*. Paper presented at the annual meeting of the Symposium of Second Language Writing (SSLW), Vancouver, Canada.
- Llosa, L.**, Friginal, E., Cushing, S., Grapin, S. E., & Malone, M. E. (2018, July). *Linguistic dimensions of TOEFL iBT essays compared with successful student disciplinary writing*. Paper presented at the annual meeting of the Language Testing Research Association (LTRC), Auckland, New Zealand.
- Llosa, L.**, Malone, M. E., Grapin, S. E., & Donovan, A. (2017, March). *How do scores on TOEFL iBT writing tasks relate to scores on actual academic tasks and instructor ratings of proficiency?* Paper presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Portland, OR.
- Grapin, S. E. & **Llosa, L.** (2017, March). *Mainstream and ESL university composition courses: How different are they?* Paper presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Portland, OR.
- Llosa, L.**, Malone, M. E., Donovan, A., Van Booven, C. D., & Grapin, S. E. (2016, October). *Comparability of students' writing performance on TOEFL-iBT and in required university writing courses*. Paper presented at the annual meeting of the East Coast Organization of Language Testers (ECOLT) in Washington, DC.

- Llosa, L.**, Malone, M. E., Donovan, A., Van Booven, C. D., & Grapin, S. E. (2016, June). *Comparability of students' writing performance on TOEFL-iBT and in required university writing courses*. Paper presented at the annual meeting of the Language Testing Research Colloquium (LTRC), Palermo, Italy.
- Malone, M. E., **Llosa, L.**, & Donovan, A. (2016, March). *Is writing on the TOEFL really the same as writing in college?: Evidence from quantitative and qualitative data*. Paper presented at the annual meeting of the American Association of Applied Linguistics in Orlando, FL.
- Llosa, L.**, Malone, M. E., Donovan, A., Wei, J., & Stevens, L. (2015, October). *Writing for university composition classes vs. writing for TOEFL iBT: Insights from students and instructors*. Paper presented at the annual meeting of the East Coast Organization of Language Testers (ECOLT) in Washington, DC.
- Llosa, L.**, Malone, M. E., Wei, J., Donovan, A., & Stevens, L. (2015, March). *Comparability of writing tasks in TOEFL iBT and university writing courses: Insights from students and instructors*. Paper presented at the annual meeting of the Language Testing Research Colloquium (LTRC), Toronto, Canada.
- Beck, S. W., **Llosa, L.**, Trzeszkowski-Giese, A., & Black, K. (2014, April). *How useful is the think-aloud protocol as a tool for the diagnostic classroom assessment of high-school students' writing?: Insights from teachers' and students' experiences*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Llosa, L.**, Malone, M.E., Wei, J., & Donovan, A. (2013, July). *An investigation into the comparability of students' writing performance on the TOEFL-iBT and in university writing courses*. Work-in-Progress presented at the Language Testing Research Colloquium (LTRC) in Seoul, Korea.
- Beck, S. W., **Llosa, L.**, & Clark-Gareca, B. (2011, April). *High school teachers' knowledge of writing and writing instruction: Evidence from think-aloud protocols and interviews*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Beck, S. W., **Llosa, L.**, Fredrick, T, & Smith, A. (2009, November). *A developmental perspective on high school writers' strengths in academic writing*. Paper presented at the National Council of Teachers of English (NCTE), Philadelphia, PA.
- Llosa, L.**, Beck, S. W., & Zhao, C. G. (2009, April). *Developing a diagnostic assessment of academic writing for high school students: The construct definition phase*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Beck, S. W., **Llosa, L.**, Fredrick, T, & Smith, A. (2009, April). *High school students' difficulties with academic writing: Implications for instruction and assessment*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Llosa, L.**, Beck, S. W., & Zhao, C. G. (2009, March). *Defining the construct of academic writing to inform the development of a diagnostic assessment*. Paper presented at the 31st annual Language Testing Research Colloquium (LTRC), Denver, CO.
- Rosalia, C., & **Llosa, L.** (2007, November). *An instrument for assessing the quality of online peer feedback in L2 writing*. Poster presented at the East Coast Organization of Language Testers (ECOLT) Annual Conference, Washington, D.C.

**Llosa, L., & Beck, S. W.** (2007, June). *Developing a diagnostic assessment of academic writing: The construct definition phase*. Work-in-Progress presented at the 29<sup>th</sup> annual Language Testing Research Colloquium (LTRC), Barcelona, Spain

**Llosa, L., & Howard, K.** (1998). *Prewriting strategies: What works for college ESL students*. Paper presented at the annual meeting of California Teachers of English to Speakers of Other Languages (CATESOL), Pasadena, CA.

#### Placement testing in community colleges

**Llosa, L., & Bunch, G.** (2013, April). *Validity issues in the placement testing of language minority students in community colleges*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.

**Llosa, L., & Bunch, G.** (2011, June). *Validity issues in the placement testing of language minority students in community colleges*. Paper presented at the 33<sup>rd</sup> annual Language Testing Research Colloquium (LTRC), Ann Arbor Michigan.

Bunch, G. C., **Llosa, L.**, Kimball, A., & Panayotova, D., (2008, November). *Community college language testing and placement: Perspectives from research*. Paper presented at the annual CATESOL Northern Regional Conference, San Jose, CA.

**Llosa, L.**, Bunch, G., & Woo, K. (2008, November). *Language placement tests in community colleges: Content and Constructs*. Poster presented at the East Coast Organization of Language Testers (ECOLT) Annual Conference, Washington, D.C.

Bunch, G. C., **Llosa, L.**, Kimball, A., & Panayotova, D. (2008, October). *Student success from the beginning: Language tests, placement policies, and the Generation 1.5 student*. Paper presented at the annual Strengthening Student Success Conference, Anaheim, CA.

#### Standards-based classroom assessment

**Llosa, L.** (2007, April). *Can we trust teacher judgments? Supporting a validity argument for a standards-based classroom assessment*. Paper presented at the annual meeting of the National Council of Measurement in Education (NCME), Chicago, IL.

**Llosa, L.** (2006, June). *A longitudinal approach to the validation of a standards-based classroom assessment of English*. Paper presented at the 28<sup>th</sup> annual Language Testing Research Colloquium (LTRC), Melbourne, Australia.

**Llosa, L.** (2005, July). *Validating the use of a standards-based classroom assessment of English proficiency: A multitrait-multimethod approach*. Paper presented at the 27<sup>th</sup> annual Language Testing Research Colloquium (LTRC), Ottawa, Canada.

**Llosa, L.** (2005, May). *Validating the use of a standards-based classroom assessment of English proficiency*. Paper presented at the 18<sup>th</sup> annual meeting of the University of California Linguistic Minority Research Institute (UC LMRI), San Francisco, CA.

**Llosa, L.** (2005, March). *Assessing English learners' language proficiency: A qualitative investigation of teachers' interpretations of the California ELD Standards*. Paper presented at the 36<sup>th</sup>

annual meeting of the California Teachers of English to Speakers of Other Languages (CATESOL), Long Beach, CA.

**Llosa, L.** (2004, March). *Using the ELD Portfolio: An investigation of teachers' interpretations of ELD standards and students' language ability*. Paper presented at the 26<sup>th</sup> annual Language Testing Research Colloquium (LTRC), Temecula, CA.

#### Program evaluation

Newton, X. A., & **Llosa, L.** (2008, April). *Towards a more accurate and nuanced approach to program effectiveness assessment: Hierarchical linear models (HLM) in K-12 program evaluation*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Ai, X., **Llosa, L.** & White, J. (2004, November). *Application of hierarchical linear modeling in K-12 program evaluation*. Paper presented at the 19<sup>th</sup> annual meeting of the American Evaluation Association (AEA), Atlanta, GA.

Slayton, J. & **Llosa, L.** (2003, November). *The use of narrative as a classroom observation protocol in large-scale evaluation*. Paper presented at the 18<sup>th</sup> annual meeting of the American Evaluation Association (AEA), Reno/Sparks, NV.

#### Other applied linguistics / assessment

Van Booven, C.D., & **Llosa, L.** (2014, November). *A conversation analysis-informed instrument for assessing interactional competence*. Poster presented at the annual meeting of the East Coast Organization of Language Testers (ECOLT), New York, NY.

Frazier, S., & Llosa, L. (2007, March). *Meaning differences with null / definite articles*. Paper presented at the 41<sup>st</sup> Annual Teachers of English to Speakers of Other Languages Convention (TESOL), Seattle, WA.

**Llosa, L.** (2006, March). *Preparing international students for business school*. Paper presented at 40<sup>th</sup> Annual TESOL (Teachers of English to Speakers of Other Languages) Convention, Tampa, FL.

White, J., & **Llosa, L.** (2004, March). *English learners' performance on state-mandated content and English language assessments*. Paper presented at the 26<sup>th</sup> annual Language Testing Research Colloquium (LTRC), Temecula, CA.

Jensen, L., & **Llosa, L.** (2002, June). *Heritage language students at the university: A survey of heritage language reading abilities and attitudes*. Paper presented at the Heritage Language Institute, UCLA, Los Angeles, CA.

Kahn, A., **Llosa, L.**, & Valdés, R. (1998). *Equity issues in the development of comparable performance assessments in English and Spanish*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Seattle, WA.

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## LEADERSHIP—PROFESSIONAL ACTIVITIES

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### National Advisory Groups

Committee Member, *Foreign Language Assessment for the U.S. Foreign Language Institute* (2019-2020)

National Academies of Sciences, Engineering, and Medicine

The committee produced the report: *A Principled Approach to Language Assessment: Considerations for the U.S. Foreign Service Institute*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25748>

Member, Technical Advisory Group for the *English Language Proficiency Assessments of California* (ELPAC) and the *California Assessment of Student Performance and Progress* (CAASPP), (2019-Present)

California Department of Education, CA

Chair, TOEFL Committee of Examiners (2020-2024)

Educational Testing Service, Princeton, NJ

Member, Review Panel (2020)

2020 Edition of the WIDA English Language Development Standards

Member, TOEFL Committee of Examiners (2017-2020)

Educational Testing Service, Princeton, NJ

Chair, Young Students Series Subcommittee (2019-2020)

Educational Testing Service, Princeton, NJ

Member, Young Students Series Subcommittee (2012-2014 and 2017-2019)

Educational Testing Service, Princeton, NJ

Member, Advisory Board for the Functional Writing Project (FUS) (2019)

Norwegian University of Science and Technology, Trondheim, Norway

Member, ELL Language Screener Panel for the High School & Beyond 2020 Study (2019)

Educational Testing Service, Princeton, NJ

Invited Participant, "Bridging the Empathy Gap: Networked Communities to Address Social Inclusion for Immigrant Children and Youth" (Fall 2016)

University of California, Los Angeles, CA

Member, Technical Advisory Committee on English Learner (EL) Assessment (2012- 2013)

Educational Testing Service, Princeton, NJ

Reviewer, *Understanding Assessment Tutorial*

Center for Applied Linguistics (2009)

Member, Advisory Group

*Center for Equity & Excellence in Education, The George Washington University.*

Evaluation of the Deutsche Bank Americas Foundation Education/Immigration Portfolio. (2008-2009).

Member, ELL Accommodations Working Group,  
*Center for Equity & Excellence in Education, The George Washington University.*  
Best Practices in State Assessment Policies for English Language Learners: Handbook  
Development Project. (2007-2008)

Member, K-12 ELL Working Advisory Group  
*Educational Testing Service, Princeton, NJ (May 22-23, 2006)*

### Editorial Responsibilities

Associate Editor, *American Educational Research Journal*  
2019 - Present

Editorial Board Member, *TESOL Quarterly*  
2020 - Present

Editorial Board Member, *Educational Assessment*  
2015 - Present

Editorial Board Member, *Language Assessment Quarterly*  
2009 - Present

Co-Editor, *Applied Linguistics Forum*, the TESOL Applied Linguistics Interest Section Newsletter  
2006 - 2009

### Grant Reviewer

Institute for Education Sciences Review Panel  
Standing Member of the Reading, Writing, and Language Development panel (2014-2016)  
Member, Center Panel (2018)  
Chair, Special Topics Panel—Foreign Language (2019)

National Academy of Education/Spencer Dissertation Grant (2016)

National Science Foundation Review Panel—Discovery Research in K-12 (2012, 2014, 2018)

### Mentorship Activities

Faculty Mentor for the Conference Connection session at the American Association of Applied  
Linguistics Virtual Conference (2021)

IES-PIRT, Steinhardt School of Culture, Education, and Human Development, New York University

- Professional Development Session on Peer Review and Publication (Fall 2020)

Faculty First-Look, Steinhardt School of Culture, Education, and Human Development, New York  
University

- Interview Etiquette Workshop and Job Talk Judge (Spring 2019)
- CV Workshop Leader (Fall 2018)
- Interview Etiquette Workshop, (Spring 2018)

Faculty Success Program Coach. National Center for Faculty Development and Diversity. (Summer 2019)

Faculty Mentor for the Second Language Research SIG at the annual meeting of the American Educational Research Association (2018 and 2019)

Panel Member. *What to expect from a mentoring relationship*. Second Language Research SIG Mentoring Session at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Panel Member, *The Inside Scoop: Research Awards for Junior Faculty*, Steinhardt School of Culture, Education, and Human Development (2019, March)

Panel Member, *Spencer Dissertation Fellows' Workshop: Launching a Successful Career*.

- October 2011, Washington DC
- April 2009, San Diego, CA
- March 2008, New York, NY

### Committees

Member, Award Committee, Palmer O. Johnson Memorial Award for Most Outstanding Article Published in an AERA Journal (2019 and 2020)

Member, Award Committee, AERA Second Language Research SIG Midcareer Award (2020)

Member, ILTA Ad-Hoc Committee, the Protocol for Conference Location, Access, Support, and Security (P-CLASS) (2020)

Member, Steering Committee East Coast Organization of Language Testers (ECOLT) Annual Conference. (Fall 2006 – Present)

Member, Award Committee, Lado Award for Best Student Presentation at the Language Testing Research Colloquium (LTRC) in Atlanta, GA (March, 2019)

Member, Award Committee, Best Student Paper at the East Coast Organization of Language Testers (ECOLT) Conference in Washington, DC. (October, 2016)

Member, *Classroom Assessment Standards* Validation Panel (2013-14)

Member at Large, Executive Board of the International Language Testing Association, (2011-2014)  
-ILTA Workshop and Meetings Award Committee 2010 and 2011  
-ILTA Student Travel Award Committee 2011  
-Code of Ethics Translation Project

Chair, Award Committee, Lado Award for Best Student Presentation at the Language Testing Research Colloquium (LTRC) in Cambridge, UK (April, 2010)

Member, Outreach Committee, National Council of Measurement in Education (2007- 2009)

Chair, Nominating Committee, International Language Testing Association (2007 – 2008)

Member, Nominating Committee, International Language Testing Association (2006 – 2007)

## Manuscript Reviewer

*Language Testing*  
*Language Assessment Quarterly*  
*Educational Assessment*  
*Assessing Writing*  
*Bilingual Research Journal*  
*Educational Measurement: Issues and Practice*  
*Language Learning*  
*Bilingualism, Language and Cognition*  
*Journal of Research on Educational Effectiveness*

## Conference Abstract Reviewer

Language Testing Research Colloquium (LTRC)  
East Coast Organization of Language Testers (ECOLT) Conference  
Teachers of English to Speakers of Other Languages (TESOL) Conference  
American Association for Applied Linguistics (AAAL) Conference  
American Educational Research Association (AERA) Annual Meeting  
Georgetown University Roundtable (GURT)  
Asian Association of Language Assessment (AALA) Conference

## Conference Organizing

Organizer, Language Testing Research Colloquium (LTRC) 2023 in New York City.  
Member, Advisory Committee, Language Testing Research Colloquium (LTRC) 2022 in Tokyo, Japan. (2020-2021)  
Organizer, Language Testing Syllabus Exchange at the Language Assessment Research Conference (LARC) at Iowa State, IA. (Spring 2018)  
Program Chair, East Coast Organization of Language Testers (ECOLT) Annual Conference in Washington, DC. (2008 and 2009)  
Member, Organizing Committee, Language Testing Research Colloquium (LTRC), Barcelona, Spain (June 8-11, 2007)  
Organizer, Southern California Association for Language Assessment Research (SCALAR) Annual Conference, UCLA & Sheraton Pasadena, CA. (May 15 & 16, 2002)

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## **LEADERSHIP—SERVICE**

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### Department

Program Leader, Multilingual Multicultural Studies. Department of Teaching and Learning (Fall 2020-Present)

Member, Doctoral Committee, Department of Teaching and Learning, NYU (2006–2012 and 2018-2019)

Organizer, Department of Teaching and Learning Research Colloquium (2015-2019)

Program Coordinator, Joint MA in Teaching Spanish/French and TESOL, Department of Teaching and Learning (2013-2018)

Chair, Faculty Support and Evaluation Committee, Department of Teaching and Learning (Fall 2017-Spring 2018)

Member, Faculty Support and Evaluation Committee, Department of Teaching and Learning (2016-2017)

Acting Program Director, Multilingual Multicultural Studies. Department of Teaching and Learning (Fall 2013)

Chair, Doctoral Committee, Department of Teaching and Learning, NYU (2011-12)

Organizer, Language Assessment Speaker Series, NYU (2007 – 2010)

Student Member, Ph.D. Admissions Committee, Department of Applied Linguistics and TESL, UCLA (2000)

Students Member, M.A. Admissions Committee, Department of Applied Linguistics and TESL, UCLA (1999)

### School

Faculty Affiliate, Institute of Education Sciences-Predocutorial Interdisciplinary Training Program (2020-current)

Member, Faculty Search Committee, TESOL/Bilingual/Foreign Language Education, Department of Teaching and Learning, NYU (2018-19)

Committee Member, Steinhardt Teaching Excellence Award (2017-18)

Chair, Faculty Search Committee, TESOL/Bilingual/Foreign Language Education, Department of Teaching and Learning, NYU (2015-16)

Review Panel Member, Steinhardt Challenge Grant Competition, NYU (Spring 2015)

Chair, Faculty Search Committee, TESOL/Bilingual/Foreign Language Education, Department of Teaching and Learning, NYU (2013-14)

Member, Doctoral Affairs Committee, Steinhardt School, NYU (2011-12)

Member, Faculty Search Committee, English Education/Literacy Program, Department of Teaching and Learning, NYU (2011-2012)

Member, Faculty Search Committee, Music Education Program, Department of Music and Arts Professions, NYU (2010-2011)

Review Panel Member, Mitchell Leaska Dissertation Award, NYU (Spring 2010)

Selection Panel Member, Dean's Grants for Student Research, NYU (April 2009)

Review Panel Member, Steinhardt Faculty Challenge Grant Competition—IDEA, NYU (April 2008)

Member, Faculty Search Committee, Multilingual Multicultural Studies, Department of Teaching and Learning, NYU (2006-2007)

## University

Faculty Fellow-in-Residence, Carlyle Court Residence Hall (2011-2020)

Enhanced the residential experience of undergraduates by developing and implementing over 200 intellectual, cultural, and social programs for student residents, bridging the gap between campus and residential life.

Chair, NYU Madrid Site-Specific Committee (2014-2019)

School Representative, NYU Distinguished Teaching Award (2018-2019)

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## **TEACHING**

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### Graduate level courses taught

At New York University (*Fall 2005 – Present*)

- Language Evaluation and Assessment
- Teaching Second Languages Across Content Areas
- Teaching Second Languages: Theory and Practice
- Culminating Experience in Multicultural Education
- Doctoral Seminar on Language Assessment Research
- Intercultural Perspectives in Multicultural Education
- Advanced Research Seminar in Multilingual Multicultural Studies
- Doctoral Seminar I in Multilingual Multicultural Studies
- Doctoral Seminar II in Multilingual Multicultural Studies

At California State University, Long Beach, (*Fall 2004*)

- Program Evaluation in Education

At California State University, Los Angeles (*Summer 2000*)

- Language Test Design--Egyptian Leadership Institute for Testing English (Teaching Assistant for Lyle Bachman)

At UCLA

- Introductory Spanish for MBA Students (*1/98 – 6/02*)
- Advanced Spanish for Business (*10/98 - 6/99 & 10/94 - 6/96*)
- Workshop on American Culture (*9/2001 – 7/2004*)

### Undergraduate level courses taught

At New York University (*Spring 2007*)

- Dean's Research Travel Colloquium--*Mestizaje*: Exploring Multicultural Perú

At UCLA (*1/96 – 6/04*)

- Introduction to Language Learning and Language Teaching
- Developmental Composition for ESL Students
- Oral Communication Skills for International Teaching Assistants
- Advanced English as a Second Language
- Spanish 2

At Santa Monica Community College (*Fall 1998- Spring 1999, Fall 2001*)

- Spanish 1
- Intermediate Essay Writing for ESL Students
- Oral Communication for ESL Students
- Advanced Grammar for ESL Students

### International Teaching Experience

- Workshop on Assessing students in the CLIL classroom (October 2019)  
Asian Association of Language Assessment Meeting Pre-Conference Workshop  
Hanoi, Vietnam
- Intercultural Perspectives in Multicultural Education (January 2012)  
*NYU Steinhardt Study Abroad Programs*  
Santiago, Dominican Republic
- Second Language Assessment (Summer 2009)  
*Teachers College, Columbia University*  
Tokyo, Japan
- Workshop on Basic Statistics for Language Assessment (6/2008)  
*Language Testing Research Colloquium Pre-Conference Workshop*  
Hangzhou, China
- Workshop on Content-Based Instruction (9/14/04 – 9/16/04)  
*National United University, Miao-Li, Taiwan*
- Academic Coordinator and English Instructor (9/96 - 2/97)  
*The American Academy of English, Czestochowa, Poland*
- Business English Trainer (Summer 96)  
*Corporate English, Buenos Aires, Argentina*

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## **DISSERTATION ADVISEES AND THEIR ACCOMPLISHMENTS**

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Scott E. Grapin (Ph.D. TESOL, 2020)

*Investigating the Potential of Multimodal Tasks to Promote More Equitable Assessment of English Learners in Science*

Current position: Assistant Professor, Department of Teaching and Learning, University of Miami

- Best Student Paper Award at the 2019 East Coast Organization of Language Testing (ECOLT) Conference at Georgetown University.
- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- Russ Campbell Award for Highest Ranked Dissertation Proposal in TIRF Competition
- TOEFL Small Grant for Doctoral Research in Language Assessment
- NFMLTA/MLJ Dissertation Support Grant, National Federation of Modern Language Teachers Associations
- AERA Second Language Research SIG Graduate Student Travel Award
- Finalist for the American Association of Applied Linguistics (AAAL) 2021 Outstanding Dissertation Award

Christopher D. Van Booven (Ph.D. Bilingual Education, 2017)

*The Role of Context in the Development of Second Language Interactional Competence: A Comparative Longitudinal Microanalysis of Topic Initiation Practices in the Study Abroad Homestay and the Language Classroom*

Current position: Assistant Director of Study Abroad at College of the Holy Cross in Rhode Island

- Semifinalist for the National Academy of Education/Spencer Dissertation Grant
- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- Russ Campbell Award for Highest Ranked Dissertation Proposal in TIRF Competition
- Steinhardt Challenge Grant for Doctoral Research
- Language Learning Doctoral Dissertation Grant

Jing Wei (Ph.D. TESOL, 2015)

*Assessing Speakers of World Englishes: The Roles of Rater Language Background, Language Attitude and Training*

Current position: Senior Researcher at MetaMetrics

- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- TOEFL Small Grant for Doctoral Research in Language Assessment

Kimberly Woo (Ph.D. TESOL, 2014)

*Examining the Construct of Oral Social Language in the English Language Proficiency Assessment of Young ELLs*

Current position: Assistant Director of Institutional Research, Teachers College, Columbia University

- Jacqueline Ross Outstanding Dissertation Award in the field of Language Assessment
- National Association of Bilingual Education (NABE) Outstanding Dissertation Award
- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- Russ Campbell Award for Highest Ranked Dissertation Proposal in TIRF Competition
- TOEFL Small Grant for Doctoral Research in Language Assessment

Beth Clark-Gareca (Ph.D. TESOL, 2013)

*Assessing English Language Learner Content Knowledge in the Mainstream Classroom*

Current position: Assistant Professor of Second Language Education at SUNY New Paltz

- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- Russ Campbell Award for Highest Ranked Dissertation Proposal in TIRF Competition
- TOEFL Small Grant for Doctoral Research in Language Assessment

Cecilia Guanfang Zhao (Ph.D. TESOL, 2010)

*The Role of Voice in High-Stakes L2 Writing Assessment*

Current position: Associate Professor of English at the University of Macau

- Jacqueline Ross Outstanding Dissertation Award in the field of Language Assessment
- The International Research Foundation for English Language Education (TIRF) Dissertation Grant
- Russ Campbell Award for Highest Ranked Dissertation Proposal in TIRF Competition
- TOEFL Small Grant for Doctoral Research in Language Assessment

Christine Rosalia (Ph.D. Educational Communication and Technology, 2010)

*EFL Students as Peer Advisors in an Online Writing Center*

Current position: Associate Professor of TESOL at Hunter College, New York

- Mitchell Leaska Dissertation Grant

Fran Malkin (Ph.D. Bilingual Education, 2010)

*The Effects of Service Learning Participation in Foreign Language Classes on Students' Attitudes Towards the Spanish Language and Culture and their Language Proficiency.*

Current position: Education Development Director at Sincerus Pharmaceuticals in Florida

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## **DISSERTATION COMMITTEES**

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Chair, Scott Grapin, Teaching and Learning  
 Chair, Soohye Yeom, Teaching and Learning  
 Chair, Chris Van Booven, Teaching and Learning  
 Chair, Jing Wei, Teaching and Learning  
 Chair, Kimberly Woo, Teaching and Learning  
 Chair, Beth Clark Gareca, Teaching and Learning  
 Chair, Cecilia Guanfang Zhao, Teaching and Learning  
 Chair, Christine Rosalia, Administration, Leadership, and Technology  
 Chair, Fran Malkin, Teaching and Learning  
 Co-Chair, Alison Haas, Teaching and Learning  
 Member, Anna Brady, Teaching and Learning  
 Member, Emily Halpin, Applied Psychology  
 Member, Ethan Youngerman, Administration, Leadership, and Technology  
 Member, Tristin Klein, Teaching and Learning  
 Reader, Kristin Black, Teaching and Learning  
 Reader, Kenny Logan, Teaching and Learning  
 Reader, Meghan McCormick, Applied Psychology  
 Reader, Tim Fredrick, Teaching and Learning  
 Reader, Alex Siriani, Educational Theater  
 Reader, May Liu-Shea, Speech Language Pathology  
 Reader, Sarah Nakamaru, Teaching and Learning  
 Reader, Gabriel Reich, Teaching and Learning  
 Reader, Eunjin Park, Teaching and Learning

Reader, Margaret Caspe, Applied Psychology  
Reader, Min Lee, Teaching and Learning  
Reader, Ann Marie Fleissner, Teaching and Learning

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## **OTHER SKILLS**

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*Languages:* Fully bilingual in English and Spanish. Basic knowledge of French.

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## **ADDITIONAL TRAINING**

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Faculty Success Program Coach Training  
National Center for Faculty Diversity and Development (Summer 2019)

Faculty Success Program  
National Center for Faculty Diversity and Development (Spring 2016)

Workshop on Quasi-Experimental Design and Analysis in Education  
Institute for Policy Research, Northwestern University, Evanston, IL. (June 5-9, 2006)

NAEP Database Training Seminar  
National Center for Educational Statistics, Washington, DC. (July 5-8, 2005)

Graduate Certificate Program in Technology and Language Instruction  
Center for Educational Technology, Middlebury College, Vermont (June 14 – July 2, 2004)

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## **EMPLOYMENT HISTORY (Continued from p. 1)**

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### Part-time teaching positions

Lecturer (Fall 2004)  
*California State University, Long Beach, (CSULB), Long Beach, CA*

Subject A Reader (6/01 & 6/04)  
*Educational Testing Service (ETS), Oakland, CA.*

Introductory Spanish for MBAs Instructor (1/98 – 6/02)  
*The Anderson School, UCLA and the Language Resource Center, UCLA.*

Spanish Instructor (Fall 2001)  
*Santa Monica College, Santa Monica, CA.*

Teaching Associate (Summer 2000)  
*Egyptian Leadership Institute for Testing English (ELITE), California State University, Los Angeles*

ESL Instructor (Fall 1998- Spring 1999)  
*Santa Monica College, Santa Monica, CA*

Spanish for Business Instructor (10/98 - 6/99 & 10/94 - 6/96)

*Center for International Business Education and Research (CIBER), The Anderson School, UCLA and  
The Language Resource Center, UCLA.*

*Academic Coordinator and English Instructor (9/96 - 2/97)  
The American Academy of English, Czestochowa, Poland*

*Business English Trainer (Summer 96)  
Corporate English, Buenos Aires, Argentina*

*Spanish Teaching Assistant (Fall 1995)  
Spanish Department, UCLA*