

AHYOUNG ALICIA KIM

EDUCATION & TRAINING

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Ed.D. in Applied Linguistics, May 2011

Dissertation Title: *Examining Second Language Reading Components in Relation to Reading Test Performance for Diagnostic Purposes: A Fusion Model Approach.*

Advisor: Dr. James E. Purpura

Ed.M. in Teaching English to Speakers of Other Languages (TESOL), May 2006

Ed.M. Project Title: *The Nature of Second Language Reading Ability and the Effect of Background Knowledge in Reading Assessment.*

UNIVERSITY OF TEXAS AT AUSTIN, Austin, TX

M. A. in Foreign Language Education, December 2002

Thesis Title: *Incorporating Computer Assisted Language Learning in Improving Oral English Competence.*

EWHA WOMANS UNIVERSITY, Seoul, Korea

B.A. in English Language and Literature, Feb. 2000

Thesis Title: *Analysis of Tennessee Williams' "A Streetcar Named Desire"*

RESEARCH EXPERIENCE

WIDA, Wisconsin Center for Education Research, University of Wisconsin-Madison, Madison, WI

Associate Researcher, Aug. 2014 – Present

- Investigate the language development of Pre-Kindergarten to 12th grade English learners.
- Conduct validation research on ACCESS for ELLs, annual English language proficiency assessment, taken by over two million Kindergarten to 12th grade English learners in 39 U.S. states and territories.
- Lead research and development of formative assessments for Pre-Kindergarten children.
- Develop validation frameworks for WIDA English language proficiency assessments.
- Coordinate the WIDA Summer Research Internship Program for doctoral students.
- Prepare grants for researching and assessing Pre-Kindergarten to 12th grade English learners' language development.

CORNELL UNIVERSITY, Department of Human Development, Ithaca, NY

Postdoctoral Fellow, specialization in Child Bilingualism, May 2013 – July 2014

Advisor: Dr. Barbara Lust

- Manage research projects on child bilingualism—development and its effect on cognition of preschool-aged bilinguals.
- Instruct lab meetings; train undergraduate research assistants to collect and analyze data on bilingualism.
- Prepare both internal and external grant proposals to prepare for future research and conference/workshop.

SEOUL NATIONAL UNIVERSITY, Language Education Institute, TEPS Center, Seoul, Korea
Lead Researcher, Sept. 2011 – Jan. 2013

- Conducted research for TEPS (Test of English Proficiency developed by Seoul National University) to enhance the overall quality of test.
- Analyzed data for TEPS-Speaking & Writing (TEPS-S&W) to examine the validity and the reliability of the test.
- Trained raters for TEPS-S&W and monitor their behavior to maintain the scoring validity of the test.
- Lead research for redesigning the TEPS-S&W to improve the quality of the test.

EDUCATIONAL TESTING SERVICES, English Language Learning (ELL) Summer Institute, Princeton, NJ
Intern, June 2006 – Aug. 2006

- Prepared materials for the *Test of English for International Communication (TOEIC)* to assess examinees' language ability.
- Developed reading items to measure test-takers' communication skills in the context of the global workplace.

UNIVERSITY OF TEXAS AT AUSTIN, Texas Center for Reading and Language Arts, Austin, TX
Graduate Research Assistant, Jan. 2003 - May 2003

- Developed the *Online Teacher Reading Academy (OTRA)* for K-4 teachers to enhance their knowledge and skills of reading instruction.
- Promoted the OTRA to statewide public schools and agencies to offer continuing professional education to teachers.
- Made video clips of reading activities and materials to provide visual aids to the OTRA sessions.

UNIVERSITY OF TEXAS AT AUSTIN, International Teaching Assistant Program at the Center for Teaching Effectiveness, Austin, TX
Intern, Jan. 2002 - Dec. 2002

- Investigated the effectiveness of the *International Teaching Assistant Program* for its improvement.
- Trained tutors to teach an accent reduction course to international graduate students, using computer software, *Technology Enhanced Accent Modification (TEAM)*.
- Taught English to international graduate students using the TEAM software in order to enhance their accent.

TEACHING EXPERIENCE

MIDVALE ELEMENTARY SCHOOL, Madison, WI
Volunteer Teacher, Sept. 2018 – Present

- Assist with literacy instruction of English learners in Spanish-English Dual Immersion Program.
- Complete language observations to examine the language development of English learners.

EWHA WOMANS UNIVERSITY, Department of English Language and Literature, Seoul, Korea
Adjunct Lecturer, Sept. 2012 – Dec. 2012

- Taught *Theories of English Education*, a core course, to introduce students a wide variety of theories and practices in English language teaching.
- Instructed students to critique various theories of English as a second or foreign language and deepen their understanding of English language teaching methodologies.
- Guided students to prepare English language teaching materials based on current practice.

HUNTER COLLEGE, CITY UNIVERSITY OF NEW YORK, Department of Curriculum and Teaching, New York, NY

Adjunct Lecturer, Sept. 2007 - May 2010

- Taught *Structure of English* and *Analysis and Structure of English* to master's students in the TESOL program to deepen their knowledge of Linguistics and pedagogical English grammar.
- Guided students to investigate real-life language use examples to understand their relation to theory.
- Instructed students to develop and evaluate grammar teaching materials that target ESL learners' specific needs.
- Helped students analyze ESL learners' essays to identify, analyze, and correct learner errors in effective ways.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, Department of Applied Linguistics and TESOL, New York, NY

Teaching Assistant, Jan. - May 2008, 2009, 2010

- Assisted in teaching *Second Language Assessment*, a core graduate-level course, to deepen students' understanding of the theories and practices of language testing.
- Helped students design, administer, and evaluate classroom language tests to improve their test developing skills.
- Conducted SPSS workshops for quantitative data analysis of various types of language test scores and enhanced students' ability to interpret data.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, Community Language Program, New York, NY

Instructor, Jan. - May 2004, Jan. - Dec. 2007, Sept. - Dec. 2009

- Taught English as a second language (ESL) to students from diverse cultural and linguistic backgrounds to enhance their overall English proficiency.
- Developed theme-based instructional materials to make learning more interesting and meaningful to students.
- Designed mid-terms and finals with five sub-sections (i.e., listening, speaking, grammar, reading, and writing sections) and measured students' learning progress.

PROFESSIONAL EXPERIENCE

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, Department of Applied Linguistics and TESOL, New York, NY

MA Exam Coordinator, Sept. 2010 - May 2011

- Coordinate the TESOL master's project, a high-stakes exam, for the TESOL M.A. degree track in both the New York and Tokyo campuses to assess students' readiness to graduate.
- Manage the ratings of the M.A. projects to ensure fair and accurate grades.
- Serve as a liaison between the faculty and the students so that students can receive the necessary feedback from professors to improve their projects.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, Community Language Program, New York, NY

Program Staff, Sept. 2004 - May 2008

- Trained over 200 pre-service teachers and prepared them to teach English as a second language (ESL).
- Administered and scored placement exams of over 2,000 new ESL students and placed learners into appropriate language proficiency levels.

- Developed and analyzed the reading section of the placement test based on reading theories and significantly improved the quality of the test.

PUBLICATIONS

Peer-Reviewed Journal Articles

- Kim, A.**, Chapman, M., & Wilmes, C. (under review). *Developing the assessment literacy for interpreting score reports: Focus on K-12 ELL Educators.*
- Kim, A.**, Monroe, M., & Lee, S. (under review). *Are online accessibility tools helpful? Examining the perspective of educators of K-12 English language learners.*
- Kim, H. J., & **Kim, A.** (under review). *Examining the effectiveness of self-assessment vs. instructor feedback in second language reading-to-write tasks.*
- Kim, A.**, Lee, S., Chapman, M., & Wilmes, C. (in press). Comparing the writing performance on paper vs. online writing tests: Focus on English language learners in Grades 1-2. *TESOL Quarterly.*
- Kim, A.**, Park, A., & Lust, B. (2018). Simultaneous vs. successive bilingualism among preschool-aged children: A Study of Four-year-old Korean-English Bilinguals in the U.S. *International Journal of Bilingualism and Bilingual Education*, 21(2), 164-187.
- Kim, A.**, & Kim, H. J. (2017). The effectiveness of instructor feedback for learning-oriented language assessment: Using an integrated reading-to-write task for English for academic purposes. *Assessing Writing*, 32, 57-71.
- Lust, B., Flynn, S., Blume, M., Park, S. W., Kang, C., Yang, S., & **Kim, A.** (2016). Assessing child bilingualism: Direct assessment of bilingual syntax amends caretaker report. *International Journal of Bilingualism*, 20(2), 153-172.
- Kim, A.** (2015). Exploring ways to provide diagnostic feedback with an ESL placement test: Cognitive diagnostic assessment of L2 reading ability. *Language Testing*, 32(2), 227-258.
- Kim, A.** (2014). Examining how teachers' beliefs about Communicative Language Teaching affect their instruction and assessment: A qualitative study of EFL university instructors in Colombia. *RELC Journal*, 45(3), 337-354.
- Kim, A.** & Kim, H. J. (2013). Effect of language proficiency and prior knowledge on learner's reading strategy use in an EAP setting. *The Journal of Linguistic Science*, 66, 69-92.
- Kim, A.** (2012). Investigating the effectiveness of computer-assisted language learning (CALL) improving pronunciation: A case study. *Multimedia-Assisted Language Learning*, 15(3), 11-33.
- Kim, A.** (2012). Investigating the score dependability of an English reading comprehension test. *Korean Journal of Applied Linguistics*, 28(2), 59-82.
- Kim, A.**, & di Gennaro, K. (2012). Scoring Behavior of Native vs. Non-native Speaker Raters of Writing Exams. *Language Research*, 48(2), 319-342.

Shin, S-H., & Kim, A. (2011). Examining the impact of language proficiency on mathematics achievement using a high-stakes achievement test. *Language Research*, 47(2), 175-189.

Kim, A. (2009). Investigating second language reading components: Reading for different types of meaning. *Working Papers in TESOL and Applied Linguistics*, 9(2), 1-28.

Book Chapter

Chapman, M., Kim, A., Wei, J., & Bitterman, T. (2018). Challenging the deficit mindset: The WIDA Can Do Philosophy in a second language writing context. In T. Ruecker & D. Crusan (Eds.), *The politics of English L2 writing assessments in global contexts* (pp. 216-222). New York, NY: Routledge.

Working Papers

Kim, A., Molle, D., Kemp, J., & Cook, H. G. (2018). *Examination of identification and placement decisions made for K–12 English learners* (WCER Working Paper No. 2018-12). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <https://www.wcer.wisc.edu/publications/abstract/working-paper-no.-2018-12>

Kim, A., Kondo, A., Blair, A., Mancilla, L., Chapman, M., & Wilmes, C. (2016). *Interpretation and use of K–12 language proficiency assessment score reports: Perspectives of educators and parents* (WCER Working Paper No. 2016-8). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://wcer.wisc.edu/publications/abstract/wcer-working-paper-no.-2016-8>

Kim, A., Kondo, A., & Castro, M. (2016). *Examining preschool-aged dual language learners' language use: From a functional approach* (WCER Working Paper No. 2016-1). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://wcer.wisc.edu/publications/abstract/wcer-working-paper-no.-2016-1>

Research & Technical Reports

Kim, A., MacGregor, D., and Cook, H. G. (2018). *The Assessment Use Argument for ACCESS for ELLs 2.0* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., MacGregor, D., and Cook, H. G. (2018). *The Assessment Use Argument for ACCESS for ELLs 2.0: Intended and unintended test use* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., & Molle, D. (2018). *Examination of identification and placement decisions made for K-12 English learners* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., Lee, S., Chapman, M., & Wilmes, C. (2017). *ACCESS for ELLs 2.0 Grades 1–3 writing study: Examining paper vs. online second language writing performance of Grades 1–3 English*

language learners (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., Chapman, M., & Cranley, M. E. (2016). *Early Years language assessment: Language Preview field test report*. (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., Kondo, A., Blair, A., Mancilla, L., Chapman, M., & Wilmes, C. (2016). *Interpretation and use of ACCESS for ELLs score reports: Perspectives of educators and parents* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A. (2015). *W-APT survey report* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Kim, A., Chapman, M., Mancilla, L., Blair, A., & Wilmes, C. (2015). *ACCESS for ELLs 2.0 score report: Findings from the online teacher survey* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.

Manuscripts in Preparation

Kang, C., **Kim, A.,** & Lust, B. (in preparation). *Examining variables that affect bilingual children's language development: Analysis of Singaporean caregiver report for English-Malay bilinguals*.

Kim, A., Chapman, M., West, G., & Cranley, M. E. (in preparation). *Assessing preschool bilingual children's language development*.

Kim, A., & Lust, B. (in preparation). *Examining parallel bilingual ability of preschool children: Speaking, vocabulary, and grammar subskills within and across languages*.

Kim, A., Molle, D., & Cook, H. G. (in preparation). *Examination of identification and placement decisions made for K-12 English learners: Using an Assessment Use Argument framework*.

Kim, A., Yumsek, M., & Chapman, M., Cook, H. G. (in preparation). *Use of accessibility features embedded in an online English language proficiency assessment by English learners and English learners with disabilities*.

PRESENTATIONS

Kim, A., Yumsek, M., Chapman, M., & Cook, H. G. (2019, April). *Grades 1-12 English Learners' Use of Accessibility Features, in Online Language Assessments*. Paper presented at the meeting of the National Council on Educational Measurement (NCME), Toronto, CA.

Kim, A., Yumsek, M., Chapman, M., & Cook, H. G. (2019, March). *Do test accessibility features have the intended effect for K-12 English learners?* Paper presented at the meeting of the Language Testing Research Colloquium (LTRC), Atlanta, GA.

Kim, A., MacGregor, D., & Chapman, M. (2018, October). *Using an Assessment Use Argument to investigate decisions made for K-12 English learners*. Paper presented at the meeting of the East Coast Organization of Language Testers (ECOLT), Princeton, NJ.

- Kim, A.,** Lee, S., Chapman, M., & Wilmes, C. (2018, July). *The effects of administration and response modes on Grades 1-2 students' academic writing performance*. Paper presented at the meeting of the Language Testing Research Colloquium (LTRC), Auckland, New Zealand.
- Kim, A.,** & Cook, H. G. (2018, April). *Test-based decisions that inform teaching and learning of K-12 English Learners*. Paper presented at the meeting of the National Council on Educational Measurement (NCME), New York, NY.
- Kim, A.,** Monroe, M., & Wilmes, C. (2018, April). *Examining online accessibility tools in English Language proficiency assessments: Perspective of K-12 ELL educators*. Paper presented at the meeting of the American Educational Research Association (AERA), New York, NY.
- Kim, A.,** Lee, S., Chapman, M., & Wilmes, C. (2018, March). *Examining the fluency, complexity, and accuracy of Grades 1-3 children's second language writing performance on paper vs. online test modes*. Poster presented at the meeting of the American Association for Applied Linguistics (AAAL), Chicago, IL.
- Kim, A.,** & Wilmes, C. (2017, October). *Online accessibility tools in ACCESS for ELLs 2.0*. Paper presented at the meeting of the WIDA National Conference, Tampa, FL.
- Kim, A.,** Chapman, M., Wilmes, C., Cranely, E. M., & Boals, T. (2017, July). *Validation research of preschool language assessment for dual language learners: Collaboration between educators and test developers*. Paper presented at the meeting of the Language Testing Research Colloquium (LTRC), Bogota, Colombia.
- Kim, A.,** Chapman, M., & Wilmes, C. (2017, July). *Developing materials to enhance the assessment literacy of Parents and Educators of K-12 English language learners*. Poster presented at the meeting of the Language Testing Research Colloquium (LTRC), Bogota, Colombia.
- Kim, A.,** & Wilmes, C. (2017, July). *Grades 1-2 students' performance on paper vs. online writing test modes*. Paper presented at the meeting of the Korea Association of Teachers of English (KATE), Seoul, Korea.
- Kim, A.,** & Wilmes, C. (2017, June). *Examining paper vs. online second language (L2) writing performance of grades 1-3 students*. Paper presented at the meeting of the Asian Association for Language Assessment (AALA), Taipei, Taiwan.
- Kim, A.,** Chapman, M., & Cranley, M. E. (2017, March). *Examining preschool-aged dual language learners' language development using a suite of assessments*. Paper presented at the meeting of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Kim, A.,** & Wilmes, C. (2016, October). *Interpretation and Use of K-12 Language Proficiency Assessment Score Reports: Perspective of Educators*. Paper presented at the meeting of the East Coast Organization of Language Testers (ECOLT), Washington DC.
- Chapman, M., Blanco, P., **Kim, A.,** & Rothschild, M. (2016, October). *Supporting young dual language learners: Standards-Based Language Assessment*. Paper presented at the meeting of the WIDA National Conference, Philadelphia, PA.

- Kim, H. J., & Kim, A. (2016, September). *Examining the effectiveness of instructor feedback in integrated L2 reading-to-write tasks in the content domain*. Paper presented at the meeting of the Second Language Research Forum (SLRF), New York, NY.
- Kim, A., & Chapman, M. (2016, June). Assessment Use Argument (AUA) for ACCESS for ELLs: Interpretations, Decisions, and Consequences. In L. Bachman (Chair), *Using a Comprehensive Framework to Integrate Constructs, Contexts, and Content in a Large-Scale Language Assessment*. Symposium conducted at the meeting of the Language Testing Research Colloquium (LTRC), Palermo, Italy.
- Kim, A., & Lust, B. (2016, April). *Examining Parallel Bilingual Ability among Preschool Children*. Paper presented at the meeting of the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, Canada.
- Kim, A., Kondo, A., & Castro, M. (2016, April). *Examining Preschool-Aged Dual Language Learners' Language Use: From a Functional Approach*. Paper presented at the meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- Kim, A., Kondo, A., & Castro, M. (2016, April). *Examining Preschool-Aged Dual Language Learners' Language Use: From a Functional Approach*. Paper presented at the meeting of the American Educational Research Association (AERA), Washington DC.
- Kim, A., Chapman, M., & Wilmes, C. (2015, October). *Development of the new Individual Student Report for WIDA ACCESS for ELLs*. Poster presented at the meeting of the East Coast Organization of Language Testers (ECOLT), New York, NY.
- Kim, A., Park, A., & Lust, B. (2015, May). *Language acquisition and timing of early language exposure: A study of four-year-old Korean-English bilinguals in the U.S.* Poster presented at the meeting of the Association for Psychological Science (APS), New York, NY.
- Wilmes, C., Kim, A., Arango-Escalante, E., & Blanco, P. (2015, March). *Development of WIDA Early Years Language Assessments*. Poster presented at the meeting of the American Association for Applied Linguistics (AAAL), Toronto, Canada.
- Kim, H. J., & Kim, A. (2015, March). *Investigating the effectiveness of formative assessment for an integrated reading-to-write task*. Poster presented at the meeting of the Language Testing Research Colloquium (LTRC), Toronto, Canada.
- Wilmes, C., & Kim, A. (2015, March). *Development of WIDA Early Years Language Assessments: From assessment to instruction*. Poster presented at the meeting of the Language Testing Research Colloquium (LTRC), Toronto, Canada.
- Kim, A., & Kim, H. J. (2014, October). *Using an integrated reading and writing task for Learning-Oriented Assessment in an English for academic purpose setting*. Paper presented at the meeting of the Teachers College Columbia University Roundtable in Second Language Studies (TCCRISLS), New York, NY.
- Wilmes, C., & Kim, A. (2014, October). *Development of an early childhood English language assessment screener*. Poster presented at the meeting of the East Coast Organization of Language Testers (ECOLT), New York, NY.

- Kim, A.** (2012, July). *Using cognitive diagnostic assessment to provide feedback on a reading comprehension test to enhance learners' reading performance*. Paper presented at the meeting of the Korea Association of Teachers of English (KATE), Seoul, Korea.
- Kim, A.** (2012, April). *Cognitive diagnostic assessment of second language reading ability for instructional purposes*. Paper presented at the meeting of the Language Testing Research Colloquium (LTRC), Princeton, NJ.
- Kim, A.** (2007, October). *Construct validation of the Community English Program reading test*. Paper presented at the meeting of the East Coast Organization of Language Testers (ECOLT), Washington DC.
- Kim, A., & di Gennaro, K.** (2007, February). *Writing assessment and rater severity: Native speaker vs. Non-native speaker raters*. Paper presented at the meeting of the New York State (NYS) TESOL Conference, New York, NY.

RESEARCH GRANTS

Collaborator (2014, May). *Examining young bilingual children's language development: Korean-English bilingual children in the US*. Einaudi Center Seed Grant from Cornell University, Ithaca, NY.

PROFESSIONAL SERVICE

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS
Conference Proposal Reviewer, 2017 – present

LANGUAGE ASSESSMENT QUARTERLY
Journal Reviewer, 2014 – present

LANGUAGE TESTING
Journal Reviewer, 2015 – present

LANGUAGE TESTING RESEARCH COLLOQUIUM (LTRC)
Conference Proposal Reviewer, 2015 – present

MIDWEST ASSOCIATION OF LANGUAGE TESTERS (MWALT)
Best Student Presentation Judge, 2017 – present
Conference Organizing Committee and Program Chair, 2018

TESOL QUARTERLY
Journal Reviewer, 2018 – present

WIDA NATIONAL CONFERENCE CONTENT COMMITTEE
Assessment Representative, 2015 – present

PROFESSIONAL ASSOCIATIONS

American Association for Applied Linguistics (AAAL)
American Educational Research Association (AERA)
East Coast Organization of Language Testers (ECOLT)
Midwest Association of Language Testers (MwALT)
The International Language Testing Association (ILTA)

PROFESSIONAL QUALIFICATIONS

- Languages: Fluent in Korean; Knowledge of Chinese, French, and Spanish
- Computer Skills: MS Applications, SPSS, R, NVivo, EQS (for Structural Equation Modeling)