



● INTERNATIONAL
● CONFERENCE
● EXAVER UV-LAALTA

2027

Contemporary Issues in Language Assessment

Debates contemporáneos en evaluación de lenguas

CALL FOR CONTRIBUTIONS

Xalapa, Veracruz, Mexico
May 18–21, 2027 | 18–21 de mayo de 2027
Campus CAD, Universidad Veracruzana

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Organized by / Organizado por:



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1. Introduction

The academic board of the EXAVER UV–LAALTA International Conference 2027 (CILA 2027), Contemporary Issues in Language Assessment: Literacy, AI, and Equality in Latin American Contexts, warmly invites researchers, language teachers, test developers, certification specialists, language policy professionals, students and practitioners to submit proposals for academic contributions.

The conference is organized by the Universidad Veracruzana—through the EXAVER English Language Proficiency Tests and Language Assessment Program—in close collaboration with the Latin American Association for Language Testing and Assessment (LAALTA). It will take place in Xalapa, Veracruz, Mexico, with pre-conference workshops on May 18, and the main conference taking place from May 19 to 21, 2027, at the Campus for Culture, Arts, and Sports (Campus CAD) of the Universidad Veracruzana.

The field of language assessment has undergone significant transformations in recent decades, particularly in relation to assessment literacy, the incorporation of artificial intelligence in test design and scoring, and the growing attention to Equality, Diversity, and Inclusion (EDI) in assessment processes with classroom and high-stakes educational and social consequences. CILA 2027 is conceived as an international academic forum for the examination and discussion of these developments from situated perspectives, with particular attention to the rich linguistic, sociocultural, and institutional diversity that characterizes Latin America.

CILA 2027 warmly welcomes participants from any country in the world. Language assessment—in all its forms—involves evaluators, test developers, policymakers, teachers, learners, and anyone who has designed, administered, taken, or been influenced by assessment procedures. The conference therefore broadly extends its invitation to all who work with, study, or have experienced language assessment in any capacity. Proposals will be considered relevant, regardless of the author's country of origin, provided that they are also relevant to Latin American educational, sociolinguistic, or institutional contexts, and/or of general interest to the international language testing and assessment community.



2. Conference strands

All proposals must address one of the following five strands addressed in this Call for Contributions.

Strand 1. Language Assessment Literacy

This strand addresses the development of knowledge, skills, and practices related to the understanding, design, interpretation, and use of language assessments in educational and institutional contexts. Topics include:

- Conceptualizations and theoretical frameworks of assessment literacy
- Development of assessment literacy among teachers, students, test developers, and administrators
- Formative and summative assessment in educational processes
- Assessment literacy in educational and institutional contexts

Language assessment literacy refers to the capacity of different stakeholders—teachers, students, administrators, policymakers, and the broader public—to understand how assessments work, what results mean, and how they should and should not be used. Without adequate assessment literacy, even well-designed tests can be misinterpreted or misapplied, leading to consequential decisions that lack adequate evidential basis. This thematic area welcomes contributions from all backgrounds: from those who design or research assessments to those who use, interpret, or have been subject to their consequences.

Contributions may address theoretical and conceptual questions about what assessment literacy means in different contexts, as well as applied and empirical work examining how it is developed, what gaps exist, and how training and professional development can be improved across educational levels and institutional settings.



Strand 2. Artificial Intelligence and Language Assessment

This strand explores the impact of artificial intelligence on the design, administration, analysis, and validation of language assessments, as well as its ethical and professional implications. Topics include:

- Use of artificial intelligence in test design, preparation, administration, and scoring
- Validity, reliability, and quality in AI-supported assessments
- Ethical, equality-related and emotional implications of AI in language assessment
- AI literacy and professional development for language assessment practitioners

Artificial intelligence is increasingly present at every stage of language assessment: from automated item generation and adaptive test delivery to machine scoring of written and spoken production, to the use of large language models in test preparation and feedback. These developments open new possibilities for efficiency, personalization, and accessibility—but also raise fundamental questions about validity, transparency, and fairness, particularly when AI-driven systems are adopted without adequate understanding of their technical constraints or sociocultural implications.

This strand invites both technically oriented and critically engaged contributions: empirical work examining the performance of AI tools; theoretical work on what validity and reliability mean when human judgement is replaced or supplemented by machine processing; and applied work addressing how AI can be used responsibly, including considerations of its differential impact across test-taker populations and their affective issues.



Strand 3. Equality, Diversity, and Inclusion in Language Assessment

This strand examines approaches aimed at ensuring accessible, fair, and socially responsible assessment practices in linguistically and socioculturally diverse contexts. Topics include:

- Accessible assessment and inclusive test design
- Language assessment in contexts of linguistic and sociocultural diversity
- Educational and social and individual consequences of language assessment
- Responsible and equitable use of assessment results

Language assessments carry classroom and high-stakes consequences: they regulate access to educational programs, the accreditation of school subjects, professional certifications, migration pathways, employment and social opportunities. When tests are designed without adequate attention to the diversity of test-taker populations—in terms of linguistic background, educational experience, disability, socioeconomic context, or cultural knowledge—they risk producing systematically biased outcomes that may disadvantage already-marginalized groups.

This strand encourages proposals that critically examine issues surrounding who benefit from current assessment practices and who do not. It welcomes work that documents the consequences of assessment for diverse populations, proposes frameworks for more inclusive test design, and examines the institutional and policy conditions that enable or impede more equitable assessment practices. Contributions may engage with formal certification systems, classroom-based assessment, or any other relevant assessment context.



Strand 4. Language Assessment, Language Policy, and Education

This strand focuses on the role of language assessment in the development, implementation, and interpretation of language and educational policies across institutional and systemic contexts. Topics include:

- Language assessment as an instrument and/or driver of language policy
- Assessment, certification, and academic trajectories in education
- Use and implementation of international frameworks in local contexts
- Impact of assessment on curriculum, teaching, and academic management

High stakes and officially recognized language assessments are shaped by political, cultural, and institutional policies and priorities, and are therefore never politically neutral. They encode decisions about which languages matter, who should be proficient in them, at what level, and by what standard. Some international frameworks have been widely adopted across Latin America, often without a systematic examination of whether their constructs, performance descriptors, or proficiency levels align with local linguistic realities or educational priorities.

This strand welcomes proposals that examine the relationship between assessment decisions and language policy—including the role of certification requirements in shaping curriculum design and teaching practices, the consequences of high-stakes and classroom assessments for learners' academic and professional trajectories, and the processes by which international standards come to be adapted, contested, or reimagined in specific national or institutional contexts.



Strand 5. Language Assessment in Multilingual and Pluricultural Contexts

This strand addresses language assessment in contexts characterized by linguistic diversity, sociolinguistic variation, and the coexistence of multiple linguistic repertoires across Latin America.

Topics include:

- Assessment of national and indigenous languages in Latin American contexts
- Linguistic variation and dialect diversity in language assessment
- Language assessment, linguistic identity, and academic trajectories in multilingual settings
- Adaptation of international frameworks to Latin American sociolinguistic realities

Latin America is home to extraordinary linguistic diversity: hundreds of indigenous languages, national varieties, and contact varieties coexist alongside internationally dominant languages, and speakers routinely navigate multiple linguistic repertoires in their daily lives. Standard language assessment approaches, however, were largely developed for monolingual contexts and frequently fail to capture the communicative resources, competencies, and identities of multilingual and multicompetent speakers.

This strand invites proposals that examine how language assessment can better account for linguistic diversity in the region. Contributions may address the development and validation of assessments for indigenous and heritage languages; the treatment of dialect variation and non-standard varieties in test design and scoring; the assessment of plurilingual competence; and the ways in which monolingual norms embedded in assessment instruments may reproduce linguistic hierarchies with consequences for speakers' educational and social trajectories.



3. Presentation Formats

CILA 2027 welcomes contributions in the following four formats. Submission requirements for each format are described below and detailed in the corresponding submission template.

Format	Duration	Max. Authors	Proposal Word Limit
Research Paper Presentation (standalone presentation)	20 min + 10 min Q&A	1-3 authors	350-word abstract
Panel Discussion (integrated session on one theme)	50 min + 10 min Q&A	2-4 contributors	350-word rationale
Academic Poster (undergrad students only)	Poster session	1-2 authors	250-word abstract
Academic Workshop	120 min	1-3 facilitators	350-word abstract + session outline

3.1. Research Paper Presentation

Research Paper Presentations consist of a 20-minute oral presentation followed by 10 minutes of Q&A. Papers may include up to three authors (one lead author + up to two co-authors). Submission limits will be tracked by lead author name only. A single lead author may submit a maximum of two proposals across all formats. Papers should present original, unpublished research or theoretically grounded reflections aligned with the conference's specified strands.

Proposal requirements: a 350-word abstract (excluding title and keywords) + 5 keywords. Language: Spanish or English. See submission template for additional guidelines.



3.2. Panel Discussion

A panel discussion is a 50-minute integrated academic session devoted to the in-depth examination of a specific theme, research problem, or conceptual question from multiple perspectives followed by 10 minutes of Q&A. Unlike a research paper presentation, a panel discussion is structured as a focused, dialogic encounter: contributing participants share relevant research or expert perspectives and engage in substantive discussion—among themselves and with the audience—that is central to the session design. All contributions must converge on a clearly defined thematic focus, stated in the panel discussion rationale. A panel discussion includes a coordinator and two to three contributing participants; the panel coordinator (organizer) may also present content themselves.

Proposal requirements: The coordinator submits one proposal including: (a) a 350-word rationale for the panel discussion, stating the specific theme, its significance, and how participants' perspectives are integrated; (b) the thematic area designation; and (c) names and affiliations of all participants. See submission template for format details. Maximum participants: coordinator + 3 contributors.

3.3. Academic Poster

Academic posters are open *exclusively to undergraduate students*. This format is designed to offer students at these levels a dedicated space to present ongoing or completed research, receive substantive academic feedback from specialists, and engage directly with the conference academic community. Postgraduate students are invited to submit Paper presentations or panel discussion formats instead.

Proposal requirements: a 250-word abstract + 5 keywords. Language: Spanish or English. Poster dimensions and display logistics will be specified in the conference program. See submission template for content and structural guidelines.



3.4. Academic Workshop

Academic workshops are 120-minute participatory sessions focused on professional development in language assessment. Workshops should offer hands-on activities, practical tools, or structured discussion protocols. Proposals must include a brief outline of the session structure and the methodological approach. The academic Workshops accepted will be part of the pre-conference workshops on May 18, 2027.

Proposal requirements: 350-word abstract + 5-keyword session description + session outline (up to 200 words). Language: Spanish or English. See submission template for format details.

4. Submission Guidelines

4.1. Languages

Proposals may be submitted in Spanish or English. Presentations may be delivered in either language.

4.2. Blind Review Requirements

All proposals undergo double-blind peer review. Accordingly, submissions must not contain any author identification, institutional affiliation, or self-referential markers in the body of the proposal. Author information is entered separately in the submission system. Any proposal that contains author-identifying information in the abstract or proposal text will be returned to the author for anonymization before entering the review process.

4.3. Submission Platform

All proposals must be submitted through the official CILA 2027 platform. The link and access instructions will be published at cila.exaver.com when the call opens. Proposals submitted by email will not be considered.



4.4. Format Requirements

- File format: Microsoft Word (.docx), Word 2016 or later
- Use the official submission template for the corresponding presentation format
- Font: Arial 11 pt; 1.5 line spacing
- File name: first three content words of the title followed by lead author's last name(s)
(e.g., Assessment Literacy Development_Torres Castro)
- A single submitting author may appear as lead author on no more than two proposals

4.5. Thematic Area

Each proposal must be assigned to exactly one thematic area. The submission system will display the five areas and their subtopics to facilitate selection.

5. Review Process and Evaluation Criteria

All submissions will undergo a double-blind academic peer review process. Each proposal will be independently evaluated by two members of the CILA 2027 Scientific Review Committee. Outcomes will be communicated as one of the following: Accepted; Accepted with Revisions (minor revisions required before final acceptance); or Not Accepted. Authors of proposals requiring revisions will receive specific reviewer comments and a response deadline. Notification of outcomes will be sent to the contact email registered in the submission system.

5.1. Evaluation Rubric

The table below presents the five evaluation criteria and the descriptors which will be used in the analysis of all proposals. A bonus evaluation criterion will be applied to proposals that explicitly address Latin American contexts. Submitters are encouraged to ensure their proposals address each criterion explicitly. The rubric will be applied uniformly across all presentation formats.



Criterion		0	1	2	3	4	5
		Not Addressed	Insufficient	Partial	Adequate	Good	Excellent
1. Thematic Relevance	Does the proposal engage clearly and substantively with one of the five thematic areas?	Not addressed; no connection to any thematic area.	Connection asserted but not demonstrated in the proposal.	Related to the area; connection stated but not developed.	Engages the area; thematic focus mostly maintained.	Clearly engages the area with focused, consistent scope.	Directly and substantively addresses the area; scope explicit and integrated throughout.
2. Academic Rigor and Originality	Is the proposal theoretically grounded and does it offer an original contribution?	No theoretical basis; no original contribution identifiable.	References listed but not engaged; no original contribution.	Some theoretical grounding; originality limited or not articulated.	Theoretically grounded; original contribution identifiable though not fully elaborated.	Well-grounded; clear original contribution with supporting evidence.	Coherent theoretical foundation; distinctive contribution explicitly and convincingly articulated.
3. Clarity and Coherence	Are objectives, structure, and expected outcomes clearly and explicitly stated?	Objectives, structure, and outcomes absent.	Objectives or outcomes mentioned but unclear or contradictory.	Some objectives stated; outcomes partial; structure uneven.	Objectives and outcomes stated; mostly coherent structure.	Clear objectives and outcomes; coherent structure throughout.	Precise objectives and outcomes; structure fully transparent and aligned with the focus.
4. Contribution to Language Assessment	How significant is the theoretical, methodological, or practical contribution to the field?	No identifiable contribution to knowledge or practice.	Contribution implied but not articulated or evidenced.	Contribution identified; not contextualized within the field.	Clear contribution to the field; relevance and scope stated.	Significant contribution; relevance to researchers and/or practitioners argued.	Substantive, well-articulated contribution; importance for the field convincingly demonstrated.
5. Methodological and Argumentative Quality	Is the research design (empirical) or argumentation (conceptual) appropriate and sound?	No methodology or argumentation described.	Approach named but not described or justified.	Present but underdeveloped; insufficient justification for objectives.	Appropriately described; justification mostly adequate.	Clearly described and appropriate; well-justified for the stated objectives.	Rigorously described, appropriate, and thoroughly justified; aligned with the framework and all stated objectives.
BONUS: Latin American (LA) Relevance	Does the proposal explicitly engage with Latin American educational, linguistic, or sociolinguistic contexts?	No engagement with Latin American contexts.	Region mentioned by name only; no substantive engagement.	LA context referenced; superficial or underdeveloped connection.	LA contexts addressed with some specificity and contextualization.	Substantive engagement; clearly informs the proposal's framing or findings.	Deep, contextualized engagement with LA educational or sociolinguistic realities; contributes to regional knowledge.
TOTAL	Base: 25 pts (5 criteria × 5 pts) Bonus: +5 pts Maximum: 30 pts						



Note: *The bonus evaluation criterion (Latin American Relevance) is not a requirement for acceptance. Proposals that do not address Latin American contexts are evaluated on the five base criteria only (25 points maximum). Final acceptance decisions rest with the CILA 2027 Academic Committee, taking into account the full range of proposals received and the overall program balance.*

6. Key Dates

Activity	Date
Call for Contributions opens	May 18, 2026
Submission deadline	September 27, 2026
Notification of review outcomes	December 4, 2026
Early-bird registration	January 18, 2027 – March 12
Regular registration	March 13 – April 23, 2027
Pre-conference workshops	May 18, 2027 (Tuesday)
Conference Day 1	May 19, 2027 (Wednesday)
Conference Day 2	May 20, 2027 (Thursday)
Conference Day 3	May 21, 2027 (Friday)

7. Post-Conference Publication

CILA 2027 will not publish conference proceedings. A selection of contributions will be considered for inclusion in a post-conference edited academic volume to be produced by an editorial committee, following specified selection criteria, and involving an additional peer review process. Further guidelines for full-chapter submission will be communicated to selected authors after the conference.



8. Contact

CILA 2027 Organizing Committee

Website: cila.exaver.com

Email: cila@uv.mx

Universidad Veracruzana – [EXAVER English Language Proficiency Tests and Language Assessment Program](#)

In collaboration with the [Latin American Association for Language Testing and Assessment](#) (LAALTA)

For all inquiries related to the academic program, submission process, institutional collaboration, or sponsorship, please write to cila@uv.mx. Responses to general inquiries will be provided within two business days.