

LAURA J. WRIGHT
lwright6@wisc.edu

EDUCATION

Ph.D., Linguistics

Concentration in sociolinguistics

Georgetown University, Washington, DC

US Department of State Foreign Language Area Studies (FLAS) Fellow: Turkish

Dissertation: Doing, talking and writing science: A discourse analysis of the
resemiotization of laboratory activities in a middle school science class

M.A., Linguistics

Concentration in TESOL

Northeastern Illinois University, Chicago, IL

Thesis: Sarcasm: An invitation to realign

B.A., International Ministries

Moody Bible Institute, Chicago, IL

PROFESSIONAL EXPERIENCE

UNIVERSITY OF WISCONSIN-MADISON, Madison, WI

Project Director, 2014-present

CENTER FOR APPLIED LINGUISTICS, Washington, DC

Educational Linguist, 2008–2014

THE GEORGE WASHINGTON UNIVERSITY, Washington, DC

Assistant Research Professor, 2008–2012

Courses taught: Language and Education, Ethnography of Speaking.

GEORGETOWN UNIVERSITY, Washington, DC

Adjunct Instructor, 2008

Course taught: Language and Multimedia.

THE GEORGE WASHINGTON UNIVERSITY, Washington, DC

Research Assistant, 2005–2008

MARYMOUNT UNIVERSITY, Arlington, VA

Adjunct Instructor, 2004–2005

Courses taught: Principles of Language, Perspectives on Language Acquisition.

LANGUAGE ANALYSIS SYSTEMS, Herndon, VA

Onomastics Consultant, 2002–2005

Laura J. Wright

NORTHEASTERN ILLINOIS UNIVERSITY, Chicago, IL
ESL Teaching Assistant and Writing Tutor, 1999–2000

Courses taught: ESL Writing III, ESL Listening and Speaking.

INTERFAITH REFUGEE AND IMMIGRATION MINISTRIES, Chicago, IL
ESL Instructor, 1996–1999

EDUCATIONAL SERVICES INTERNATIONAL, Alhambra, CA
EFL Teacher & Central Administrator, Liceul Teoretic Octavian Goga, Miercurea Ciuc, Romania, 1994–1996

PROJECTS (SELECTED)

TECHNOLOGY-INTERACTIVE, CLASSROOM-EMBEDDED MODULES FOR MEASURING CHALLENGING MATH AND SCIENCE SKILLS OF ENGLISH LEARNERS (ELs)

U.S. DEPARTMENT OF EDUCATION

Project Director, 2014–present

NATIONAL CLEARINGHOUSE FOR ENGLISH LANGUAGE ACQUISITION (NCELA)

US DEPARTMENT OF EDUCATION

Senior Research Associate, 2013–2014

WIDA ASSESSMENT SERVICES SUPPORTING ELs THROUGH TECHNOLOGY SYSTEMS (ASSETS)

US DEPARTMENT OF EDUCATION

Senior Research Associate, 2012–2014

PROJECT FIREBIRDS ARE STEM TEACHERS (FAST) CAPACITY

NATIONAL SCIENCE FOUNDATION

Project Director, 2012–2014

ARGUMENTATION AND ACHIEVEMENT IN MIDDLE SCHOOL SCIENCE: AN ANALYSIS OF A VIDEO DATABASE

NATIONAL SCIENCE FOUNDATION

Co-Principal Investigator, 2010–2013

VOCABULARY INSTRUCTION AND ASSESSMENT FOR SPANISH SPEAKERS (VIAS),

NATIONAL INSTITUTE OF CHILD HEALTH & HUMAN DEVELOPMENT

Research Associate, 2010–2013

OBTAINING NECESSARY PARITY THROUGH ACADEMIC RIGOR (ONPAR) MATH & SCIENCE

US DEPARTMENT OF EDUCATION

Research Associate, 2008–2012

Laura J. Wright

**SCALING UP CURRICULUM FOR ACHIEVEMENT, LEARNING AND EQUITY PROJECT
(SCALE-UP),**

NATIONAL SCIENCE FOUNDATION

Research Assistant, 2005–2008

PUBLICATIONS (SELECTED)

- Boals, T., Blair, A., Cranley, E., Kenyon, D., Wilmes, C., and Wright, L. (in press). Transformation in K-12 English language proficiency assessment: Changing contexts, changing constructs. *Review of Research in Education*.
- Wiley, T. & Wright, L.J. (in press). How has the concept of academic language been defined (*and by whom*) and interpreted (*and by whom*)? How can educators draw on this work in ways that enable linguistically and culturally diverse students to develop language and literacy for academic purposes across content areas? In G. Valdés, K. Menken, & M. Castro (Eds), *Common Core and ELLs/emergent bilinguals: A guide for all educators*. Philadelphia: Caslon Publishing.
- Wright, L.J. (in press). Inquire to acquire: A discourse analysis of bilingual students' development of science literacy. In Molle, D., Sato, E., Boals, T., & Hedgspeth, C. (Eds), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents*. New York: Routledge.
- Adger, C. & Wright, L. (in press). Discourse in educational settings. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, MA: Blackwell.
- Wright, L. & Duguay, A.. (2013). *Developing academic literacy in the content areas* (Hot Topics in ELL Education). Washington, DC: Center for Applied Linguistics.
- Kenyon, D., Merow, K. Wright, L., & Gabel, D. (2012). The ASSETS Consortium English language proficiency assessment framework: Annual summative and on-demand screener. Washington, DC: Center for Applied Linguistics.
- Wright, L. J., Kuipers, J., & Viechnicki, G. B. (2011). Argumentation and the negotiation of scientific authority in classrooms. In M. Pollock & B. A. U. Levinson (Eds.), *Companion to the anthropology of education*. Malden, MA: Wiley-Blackwell.
- Logan-Terry, A., & Wright, L. J. (2010). Making thinking visible: An analysis of English language learners' interactions with access-based science assessment items. *AccELLerate!*, 2(4), 11–14.
- Wright, L. J. (2010). Considerations for developing and implementing translations of standardized K–12 assessments. In P. Winter (Ed.), *Evaluating the comparability of scores from achievement test variations* (pp. 189–206). Washington, DC: Council of Chief State School Officers.
- Kuipers, J., Viechnicki, G. B., Massoud, L. A., & Wright, L. J. (2009). Science, culture and equity in curriculum: An ethnographic approach to the study of a highly-rated curriculum unit. In K. Bruna & K. Gomez (Eds.), *Talking Science, Writing Science* (pp. 241–268). Mahwah, NJ: Erlbaum.
- Wright, L. J. (2008). Learning by doing: The objectification of knowledge across semiotic modalities. *Linguistics and Education*, 19, 225–243.

- Wright, L. J. (2008). Writing science and objectification: Selecting, organizing, and decontextualizing knowledge. *Linguistics and Education*, 19, 265–293.
- Wright, L. J. (2008). *Doing, talking and writing science: A discourse analysis of the resemiotization of laboratory activities in a middle school science class* (doctoral dissertation, Georgetown University, Washington, DC).
- Wright, L. J. (2004). Non-verbal navigational tools of conversation. *University of Pennsylvania Working Papers in Linguistics*, 10(1), 231–236.

INVITED PRESENTATIONS

- Wright, L.J.. (2014). *Academically Speaking*. Presentation for National Professional Development Grantees' meeting. July, 2014, Albany, NY.
- Wright, L.J. & Tabaku, L. (2013). *Developing Academic Literacy with English Learners in Grades 6-12*. Webinar presented for Mid-Atlantic Equity Center. April, 2013.
- Wright, L.J.. (2012). *Academic Literacy as Social Practice*. Presentation for World Class Instruction Design and Assessment Sociocultural Contexts of Academic Literacy Development for Adolescent English Learners October, 2012, Madison, WI.
- Wright, L.J.. (2012). *Inquire to Acquire: Science as a catalyst for English language learning*. Presentation for The National Science Resource Center's 2012 Leadership Development Forum, March, 2012, Indianapolis, IN.
- Wright, L.J.. (2011). *ONPAR Science: Next generation testing for English learners*. Presentation for the Colorado Department of Education Academy on Language, Culture, and Equity, April, 2011, Denver, CO.
- Wright, L.J.. (2010). *Linguistics and education: Discourse analysis meets argumentation*. Presentation for Masters in Language and Communication Program panel on Language and Education, Georgetown University, February, 2010, Washington, DC.
- Wright, L.J.. (2008) *The discourse of science tests*. Presentation for ANTH 162: Ethnographic Analysis of Speaking (Kuipers), The George Washington University, November, 2008, Washington, DC.
- Wright, L. J.. (2008). *Discourse analysis in the field of education*. Presentation for Masters in Language and Communication Program panel on Language and Education, Georgetown University, February, 2008, Washington, DC.

PRESENTATIONS (SELECTED)

- Wright, L.J. & Kenyon, D.M. (2014). *Empirically-based Language Learning Progressions and their Implications for Assessment*. Paper presented at American Association of Education Research, April, 2014, Philadelphia, PA.
- Wright, L. J. (2014). *Academic Conversations*. Paper presented at the National Professional Development Meeting, March 2014, Washington, DC.
- Wright, L. J. (2014). *The Importance of Academic Language in the New Standards*. Paper presented at the US Department of Education Charter Schools Program Replication and Expansion Directors' Meeting, March, 2014, Washington, DC.