

Joshua Wilson, Ph.D.

University of Delaware School of Education

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ACADEMIC APPOINTMENT

University of Delaware

Associate Professor	September 1, 2020 – present
Assistant Professor	2014–2020
Faculty Affiliate: AI Center for Excellence	2023–present
Faculty Affiliate: Data Science Institute	2022–present
Faculty Affiliate: Center for Research in Education and Social Policy	2016–present

EDUCATION

University of Connecticut, Storrs, CT

Ph.D. Special Education 2014

Dissertation: *Screening and diagnosing struggling writers: Which scoring methods are most effective?*

Southern Connecticut State University, New Haven, CT

M.S., Special Education; Learning Disabilities Concentration 2009

Special Education Certification (CT #165, K-12) 2005

Wesleyan University, Middletown, CT

B.A., Religion 2000

PRIOR PROFESSIONAL AND K-12 TEACHING EXPERIENCE

Graduate Research Assistant, University of Connecticut, Neag School of Education	2009–2014
Special Education Teacher, Norton Elementary, Cheshire, CT,	2008–2009
Special Education Teacher, High Road Student Learning Center, Wallingford, CT	2003–2008
Special Education Paraprofessional, High Road Student Learning Center	2001–2003
Special Education Paraprofessional, Kathleen Goodwin Elementary, Old Saybrook, CT	2000–2001

HONORS AND AWARDS

Nominated for University of Delaware Excellence in Teaching Award	2020, 2025
Reviewer of the Year, <i>Gifted Child Quarterly</i>	2021
Gerard J. Mangone Young Scholars Award from the Francis Alison Society, University of Delaware	2019
University of Delaware College of Education and Human Development, Dean's Faculty Research Award,	2017

Harris Kahn Dissertation Award, Department of Educational Psychology, University of Connecticut	2015
Council for Exceptional Children, Division of Research, Student Research Award in the quantitative design method area: <i>Does automated feedback improve writing quality?</i>	2014
Doctoral Dissertation Fellowship, University of Connecticut	2014
Council for Exceptional Children, Division of Research Doctoral Student Scholar Award	2013
Lisa A. Pappanikou Glidden Scholarship (University of Connecticut)	2012
Wallace S. Moreland Memorial Scholarship (University of Connecticut)	2011
Pre -Doctoral Fellowship, University of Connecticut	2011
Graduate Award in Reading Science (Southern Connecticut State University)	2009
Trench Prize for Excellence in the Study of Religion (Wesleyan University)	2000

FUNDED GRANTS AND CONTRACTS

Fang, H., Li, X., & **Wilson, J.** (2024, Completed). *CoachGPT: AI-based scaffolding tools for teaching academic writing*. University of Delaware AI Center for Excellence seed funding (6 months, \$15,000).

Palermo, C., (co-PI Measurement Incorporated), **Wilson, J.**, (co-PI UD), Crissman, M. (co-I), Coles, J. (co-I), May, H. (co-I), & MacArthur, C. A. (co-I). (2020–2024, Completed). *Efficacy of MI Write automated writing evaluation for improving writing outcomes of students who are Black, Hispanic, and experiencing poverty*. Bill and Melinda Gates Foundation (\$1,490,639—UD subaward \$622,522). INV-006167.
<https://www.gatesfoundation.org/about/committed-grants/2020/08/inv006167>

Wilson, J. (PI). (2022, Completed). *Evaluating pre-service teachers' conceptions of student writing*. Educational Testing Service (ETS; 5 months, \$5,718). Reference No. CW1989198.

Desimone, L. (PI), Hill, K. (co-PI), Blackman, H. (co-PI), **Wilson, J.**, (co-PI), & Litke, E. (senior researcher). (2019–2022, Completed). *The professional learning partnership study*. Bill and Melinda Gates Foundation (\$1,224,048).
<https://www.gatesfoundation.org/about/committed-grants/2019/07/inv000745>

Wilson, J. (PI), Beard, G. (co-PI), & MacArthur, C. A. (co-PI) (2017–2020, Completed). *A researcher-practitioner partnership examining the use of automated essay evaluation software for improving students' writing achievement*. U.S. Department of Education, Institute of Education Sciences, Researcher-Practitioner Partnerships in Education Research (\$399,999). Grant#: [R305H170046](#).

Wilson, J. (2017–2018, Completed). *Automated formative writing assessment using a levels-of-language framework: Exploring construct and predictive validity in grades 3-5*. Proposal submitted to the Spencer Foundation. Small Research Grant Program; Teaching, Learning, and Instructional Resources initiative (\$49,581). [Grant#: 201800044](#).

Wilson, J. (2016–2017, Completed). *PEG Writing: An analysis of its effects on achievement in small-scale and large scale instructional contexts*. Delegated Authority Contract with Measurement Incorporated. Funded (\$43,742). Reference No. EDUC43291417001.

Wilson, J. (2015–2016, Completed). *Using PEG Writing in middle and elementary schools to support the teaching and learning of writing*. Delegated Authority Contract with Measurement Incorporated. Funded (\$30,043). Reference No. EDUC43291416001.

Wilson, J. (2014–2015, Completed). *Examining the use of Project Essay Grade (PEG™), an automated essay evaluation system, for universal screening and writing intervention within multi-tiered systems of support*. Delegated Authority Contract with Measurement Incorporated. Funded (\$17,025). Reference No. EDUC43291415001.

EDITED VOLUMES

HANDBOOKS

Slomp, D., Avila Reyes, N., Yu, S., & **Wilson, J.** (Eds.) (Under Contract). *Handbook of Writing Assessment*. Routledge–Taylor & Francis.

Shermis, M. D., & **Wilson, J.** (Eds.). (2024). *The Routledge International Handbook of Automated Essay Evaluation*. Routledge–Taylor & Francis. <https://www.routledge.com/The-Routledge-International-Handbook-of-Automated-Essay-Evaluation/Shermis-Wilson/p/book/9781032502564>

CONFERENCE PROCEEDINGS (EDITED)

Wilson, J., Ormerod, C., & Beiting-Parrish, M. (2025). *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Full Papers*. National Council on Measurement in Education (NCME), Wyndham Grand Pittsburgh, Downtown, Pittsburgh, Pennsylvania, United States. <https://aclanthology.org/volumes/2025.aimecon-main/>

Wilson, J., Ormerod, C., & Beiting-Parrish, M. (2025). *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Works in Progress*. National Council on Measurement in Education (NCME), Wyndham Grand Pittsburgh, Downtown, Pittsburgh, Pennsylvania, United States. <https://aclanthology.org/volumes/2025.aimecon-wip/>

Wilson, J., Ormerod, C., & Beiting-Parrish, M. (2025). *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Coordinated Session Papers*. National Council on Measurement in Education (NCME), Wyndham Grand Pittsburgh, Downtown, Pittsburgh, Pennsylvania, United States. <https://aclanthology.org/volumes/2025.aimecon-sessions/>

EDITED JOURNAL SPECIAL ISSUES

Wilson, J., (Executive Guest Editor) & Palermo, C. (Guest Editor). (In progress). [AI and writing assessment: Innovations, validity, and ethical considerations](#). *Assessing Writing* (Special Issue, forthcoming).

PEER-REVIEWED JOURNAL ARTICLES

*mentored graduate student author; **mentored undergraduate student author.

ACCEPTED, IN PRESS, PUBLISHED

Wilson, J., Palermo, C., Myers, M. C.*, Cruz Cordero, T.*, Eacker, H., Potter, A., Coles, J., May, H., & Zhang, F.* (Accepted). Impact of automated writing evaluation (AWE) on middle school students' writing outcomes. *American Educational Research Journal*.

Zhang, F.*, & **Wilson, J.** (Accepted). Assessing the accuracy of automated writing evaluation in predicting ELA proficiency for middle-grade ELL and non-ELLs. *Language Teaching Research Quarterly*.

Huang, Y., Palermo, C., & **Wilson, J.** (2025). Identifying active ingredients and uptake patterns in the implementation of an AI-based writing support tool: Insights from a randomized controlled trial. *Computers & Education: Artificial Intelligence*, 9, 100479.
<https://doi.org/10.1016/j.caeai.2025.100479>

Wilson, J., Palermo, C., Wibowo, A., Zhang, F*, & Nusrat, A. (2025). Writing growth among non-ELLs and ELLs in grades 6–8 using automated writing evaluation. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-025-10700-5>

Li, M.* & **Wilson, J.** (2025). AI-Integrated scaffolding to enhance agency and creativity in K-12 English language learners: A systematic review. *Information*, 16(7), 519.
<https://doi.org/10.3390/info16070519>. Article belongs to the Special Issue “Accessibility and Inclusion in Education: Enabling Digital Technologies.”

Wilson, J. (2025). Will AI undermine or support writing and critical thinking? *Social Innovations Journal*, 30(2), “The Future of AI in Education: Innovations and Insights.”
<https://socialinnovationsjournal.com/index.php/sij/article/view/10003>

Kazemi, M.*, Saadat, M., **Wilson, J.**, & Rahimi, M. (2025). A comparative study on monologic vs. dialogic technology-mediated feedback modalities: Students' uptake and perspectives. *JALT CALL Journal*, 21(1), 1758. <https://doi.org/10.29140/jaltcall.v21n1.1758>

Huang, Y.*, & **Wilson, J.** (2025). Exploring the effectiveness of large-scale automated writing evaluation implementation on state test performance using generalized boosted modeling. *Journal of Computer Assisted Learning*, 41(2), e70009. <https://doi.org/10.1111/jcal.70009>

Huang, Y.*, **Wilson, J.**, & May, H. (2024). Exploring the long-term effects of the statewide implementation of an automated writing evaluation system on students' state test ELA

performance. *International Journal of Artificial Intelligence in Education*.
<https://doi.org/10.1007/s40593-024-00443-9>

Bulut, O.†, Beiting-Parrish, M.†, Casabianca, J. M.†, Slater, S. C.†, Jiao, H.†, Song, D. †, Ormerod, C.†, Gbemisola Fabiyi, D.†, Ivan, R.†, Walsh, R.†, Rios, O.†, **Wilson, J.**†, Yildirim-Erbasil, S. N.†, Wongvorachan, T., Liu, J. X., & Morilova, P. (2024). The rise of artificial intelligence in education measurement: Opportunities and ethical challenges. *Chinese/English Journal of Educational Measurement and Evaluation* | 教育测量与评估双语期刊. 5(3), <https://doi.org/10.59863/MIQL7785>.

† = these authors contributed equally to this work

Wilson, J., Cruz Cordero, T.*, Potter, A., Myers, M.*, MacArthur, C. A., Beard, G., Fudge, E. A.***, Raiche, A.**, & Ahrendt, C.** (2024). Recommendations for integrating automated writing evaluation with evidence-based instructional practices. *International Journal of Changes in Education*, 2(1), 46–54. <https://doi.org/10.47852/bonviewIJCE42024011>

Wilson, J., Delgado, A.*, Palermo, C., Cruz Cordero, T.*, Myers, M.*, Potter, A.*, Eacker, H., Coles, J., & Zhang, S.* (2024). Middle school teachers' implementation and perceptions of automated writing evaluation. *Computers and Education Open*, 7, 100231. <https://doi.org/10.1016/j.caeo.2024.100231>

Wilson, J., Zhang, S.*, Zhang, F.*, Delgado, A.*, Palermo, C., Cruz Cordero, T.*, Myers, M. C.*, Potter, A., Eacker, H., & Coles, J. (2024). A latent Dirichlet allocation approach to understanding students' perceptions of automated writing evaluation. *Computers and Education Open*, 6, 100194. <https://doi.org/10.1016/j.caeo.2024.100194>

Wilson, J., & Huang, Y.* (2024). Validity of automated essay scores for elementary-age English language learners: Evidence of bias? *Assessing Writing*, 60, 100815. <https://doi.org/10.1016/j.asw.2024.100815>

Wilson, J., Palermo, C., & Wibowo, A. (2024). Elementary English learners' engagement with automated feedback. *Learning and Instruction*, 91, 101890. <https://doi.org/10.1016/j.learninstruc.2024.101890>

Wilson, J., Zhang, F.*, Palermo, C., Cruz Cordero, T.*, Myers, M.*, Eacker, H., Potter, A.*, & Coles, J. (2024). Predictors of middle school students' perceptions of automated writing evaluation. *Computers & Education*, 211, 104985. <https://doi.org/10.1016/j.compedu.2023.104985>

Afifi, S.*, Rahimi, M., & **Wilson, J.** (2023). Student engagement with teacher and automated feedback on L2 writing: A multiple case study. *The JALT CALL (Japan Association for Language Teaching Computer Assisted Language Learning) Journal*, 19(2), 216–242. <https://doi.org/10.29140/jaltcall.v19n2.1041>

Cruz Cordero, T.*, **Wilson, J.**, Myers, M.*, Palermo, C., Eacker, H., Potter, A.*, & Coles, J. (2023). Writing motivation and ability profiles and transition during a technology-based writing

- intervention. *Frontiers in Psychology–Educational Psychology*, 14, 1664–1078. <https://doi.org/10.3389/fpsyg.2023.1196274>
- Wilson, J.**, Potter, A. H.,* Cruz Cordero, T.*, & Myers, M.* (2023). Integrating goal-setting and automated feedback to improve writing outcomes: A pilot study. *Innovation in Language Learning and Teaching*, 17(3), 518–534. <https://doi.org/10.1080/17501229.2022.2077348>
- Myers, M.*, & **Wilson, J.** (2023). Evaluating the construct validity of an automated writing evaluation system with a randomization algorithm. *International Journal of Artificial Intelligence in Education*, 33, 609–634. <https://doi.org/10.1007/s40593-022-00301-6>
- Chen, D., Hebert, M., & **Wilson, J.***** (2022). Examining human and automated ratings of elementary students’ writing quality: A multivariate generalizability theory application. *American Educational Research Journal*, 59(6), 1122–1156. <https://doi.org/10.3102/00028312221106773>
***Authorship by alphabetical order; I am the corresponding author and took the lead role on drafting, revising, and finalizing the manuscript.
- Wilson, J.**, & Wen, H. (2022). Upper elementary students’ metacognitive knowledge about writing and its relationship to writing outcomes across genres. *Elementary School Journal*, 123, 100–126. <https://doi.org/10.1086/720562>
- Wilson, J.**, Myers, M.*, & Potter, A. H.* (2022). Investigating the promise of automated writing evaluation for supporting formative writing assessment at scale. *Assessment in Education: Principles, Policy & Practice*, 29(2), 183–199. <https://doi.org/10.1080/0969594X.2022.2025762>
- Huang, Y.*, & **Wilson, J.** (2021). Using automated feedback to develop writing proficiency. *Computers and Composition*, 62, 102675. <https://doi.org/10.1016/j.compcom.2021.102675>
- Potter, A. H.,* & **Wilson, J.** (2021). Statewide implementation of automated writing evaluation: Investigating usage and state test performance in grades 4-11. *Educational Technology Research & Development*, 69, 1557–1578. <https://doi.org/10.1007/s11423-021-10004-9>
- Wilson, J.**, Ahrendt, C.*, Fudge, E.*, Raiche, A.***, Beard, G., & MacArthur, C. A. (2021). Elementary teachers’ perceptions of automated feedback and automated scoring: Transforming the teaching and learning of writing using automated writing evaluation. *Computers & Education*, 168, 104208. <https://doi.org/10.1016/j.compedu.2021.104208>
- Wilson, J.**, Huang, Y.,* Palermo, C., Beard, G., & MacArthur, C. A. (2021). Automated feedback and automated scoring in the elementary grades: Usage, attitudes, and associations with writing outcomes in a districtwide implementation of MI Write. *International Journal of Artificial Intelligence in Education*, 31, 234–276. <https://doi.org/10.1007/s40593-020-00236-w>
- Deane, P., **Wilson, J.**, Zhang, M., Li, C., van Rijn, P., Guo, H., Roth, A., Winchester, E., & Richter, T. (2021). The sensitivity of a scenario-based assessment of written argumentation to school differences in curriculum and instruction. *International Journal of Artificial Intelligence in Education*, 31, 57–98. <https://doi.org/10.1007/s40593-020-00227-x>

- Wilson, J., & Rodrigues, J.** (2020). Classification accuracy and efficiency of writing screening using automated essay scoring. *Journal of School Psychology, 82*, 123–140. <https://doi.org/10.1016/j.jsp.2020.08.008>
- Roscoe, R., **Wilson, J.**, Patchan, M., Chen, D., & Johnson, A. C. (2020). Factor structure underlying raters' judgements regarding text quality and author characteristics. *Journal of Language and Education, 6*(2), 110–127. <https://jle.hse.ru/article/view/10316>
- Palermo, C., & **Wilson, J.** (2020). Implementing automated writing evaluation in different instructional contexts: A mixed-methods study. *Journal of Writing Research 12*(1), 63–108. <https://doi.org/10.17239/jowr-2020.12.01.04>
- Wilson, J., & Roscoe, R. D.** (2020). Automated writing evaluation and feedback: Multiple metrics of efficacy. *Journal of Educational Computing Research, 58*, 87–125. <https://doi.org/10.1177%2F0735633119830764>
- Wilson, J., & Chen, D.***, Sandbank, M. P., & Hebert, M. (2019). Generalizability of automated scores of writing quality in grades 3–5. *Journal of Educational Psychology, 111*, 619–640. <https://doi.org/10.1037/edu0000311>
- Wilson, J.** (2018). Universal screening with automated essay scoring: Evaluating classification accuracy in Grades 3 and 4. *Journal of School Psychology, 68*, 19–37. <https://doi.org/10.1016/j.jsp.2017.12.005>
- Troia, G. A., Olinghouse, N. G., Zhang, M., **Wilson, J.**, Stewart, K. A., Mo, Y., & Hawkins, L. (2018). Content and alignment of state writing standards and assessments as predictors of student writing achievement: An analysis of 2007 National Assessment of Educational Progress data. *Reading and Writing, 31*, 835–864. <https://doi.org/10.1007/s11145-017-9816-3>
- Johnson, A. C., **Wilson, J.**, & Roscoe, R. D. (2017). College student perceptions of writing errors, text quality, and author characteristics. *Assessing Writing, 34*, 72–87. <https://doi.org/10.1016/j.asw.2017.10.002>
- Wilson, J.**, Roscoe, R., & Ahmed, Y. (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing, 34*, 16–36. <https://doi.org/10.1016/j.asw.2017.08.002>
- Roscoe, R. D., **Wilson, J.**, Johnson, A. C., & Mayra, C. R. (2017). Presentation, expectations, and experience: Sources of student perceptions of automated writing evaluation. *Computers in Human Behavior, 70*, 207–221. <https://doi.org/10.1016/j.chb.2016.12.076>
- Wilson, J.** (2017). Associated effects of automated essay evaluation software on growth in writing quality for students with and without disabilities. *Reading and Writing, 30*, 691–718. <https://doi.org/10.1007/s11145-016-9695-z>
- Wilson, J., & Czik, A.*** (2016). Automated essay evaluation software in English language arts classrooms: Effects on teacher feedback, student motivation, and writing quality. *Computers and Education, 100*, 94–109. <https://doi.org/10.1016/j.compedu.2016.05.004>

- Wilson, J.**, Olinghouse, N. G., McCoach, D. B., Santangelo, T., & Andrada, G. N. (2016). Comparing the accuracy of different scoring methods for identifying sixth graders at risk of failing a state writing assessment. *Assessing Writing*, 27, 11–23. <https://doi.org/10.1016/j.asw.2015.06.003>
- Troia, G. A., Olinghouse, N. G., **Wilson, J.**, Stewart, K. A., Mo, Y., Hawkins, L., & Kopke, R. A. (2016). The Common Core Writing Standards: A descriptive study of content and alignment with a sample of former state standards. *Reading Horizons*, 55(3), 99–142. <https://eric.ed.gov/?id=EJ1117076>
- Troia, G. A., Olinghouse, N. G., Mo, Y., Hawkins, L., Kopke, R. A., Chen, A., **Wilson, J.**, & O'Shea, K. A. (2015). Academic standards for writing: To what degree do standards signpost evidence-based instructional practices and interventions? *Elementary School Journal*, 116, 291–321. <https://doi.org/10.1086/683984>
- Wilson, J.**, Olinghouse, N. G., & Andrada, G. N. (2014). Does automated feedback improve writing quality? *Learning Disabilities: A Contemporary Journal*, 12, 93–118. <https://eric.ed.gov/?id=EJ1039856>
- Gage, N. A., **Wilson, J.**, & MacSuga-Gage, A. S. (2014). Writing performance of students with emotional and/or behavioral disorders. *Behavioral Disorders*, 40, 3–14. <https://www.jstor.org/stable/43740428>
- Wilson, J.**, Faggella-Luby, M., & Wei, Y. (2013). Planning for adolescent tier-three reading instruction. *Teaching Exceptional Children*, 46, 26–34. <https://doi.org/10.1177/004005991304600104>
- Olinghouse, N. G., & **Wilson, J.** (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing*, 26, 45–65. <https://doi.org/10.1007/s11145-012-9392-5>

PREPRINTS

- Bulut, O.†, Beiting-Parrish, M.†, Casabianca, J. M.†, Slater, S. C.†, Jiao, H.†, Song, D. †, Ormerod, C.†, Gbemisola Fabiyi, D.†, Ivan, R.†, Walsh, R.†, Rios, O.†, **Wilson, J.**†, Yildirim-Erbasil, S. N.†, Wongvorachan, T., Liu, J. X., & Morilova, P. (2024). The rise of artificial intelligence in education measurement: Opportunities and ethical challenges. *ArXiv*. <https://doi.org/10.48550/arXiv.2406.18900>

† = these authors contributed equally to this work

SUBMITTED AND UNDER REVIEW

- Cruz Cordero, T.*, & **Wilson, J.** (Accept with minor revisions). *Writing motivation profiles among diverse adolescents: A mixed methods study*. Manuscript under review for a special issue of *Scientific Studies of Reading*.
- Zhang, F.*, & **Wilson, J.** (Submitted). Evaluating the classification accuracy of MI Write as a universal writing screener in middle school. Manuscript submitted to *Journal of School Psychology*.

Huang, Y., Palermo, C., & **Wilson, J.** (Submitted). *Accuracy and fairness of generative AI in automated essay scoring: Comparing GPT-4o, feature-based models, and human raters*. Manuscript submitted to a special issue of *Assessing Writing* on “AI and Writing Assessment: Innovations, Validity, and Ethical Considerations.

Hayes, K. E.**, Wilson, R. L., & **Wilson, J.** (Submitted). *Exploring ChatGPT as a simulated client: A feasibility study in undergraduate counselor training*. Manuscript submitted to *Journal of Technology in Counselor Education and Supervision*.

IN PREPARATION

Wilson, J., Palermo, C., Deane, P., Ormerod, C., & Shermis, M. D. (In preparation). *A framework to guide the development and evaluation of AI-based formative assessment systems*.

Wilson, J. (In preparation). *Automated formative writing assessment using a levels of language approach: Extending the model to elementary grades and multiple genres*.

Jiang, M.*, & **Wilson, J.** (In preparation). *Epistemological stances in argumentation: A conceptual framework for information transformation through writing*. Manuscript in preparation for *Information*.

Cruz Cordero, T.*, **Wilson, J.**, Desimone, L., Zhang, F.*, Delgado A.*, & Zhang, S.* (In preparation). *A review of literature to identify factors that influence the effectiveness of formative assessment interventions*.

BOOK CHAPTERS

Wilson, J., & Kenardaryaei, S.* (In preparation). artificial intelligence, automated writing evaluation, and classroom assessment in the Americas: A systematic review of student and teacher outcomes. In Navarro, F., Avila Reyes, N., & Poe, M. (Eds.), *The Handbook of Writing Research in the Americas*. De Gruyter Press.

Shermis, M. D., & **Wilson, J.** (2024). Introduction to automated essay evaluation. In M. D. Shermis & J. Wilson (Eds.), *The Routledge international handbook of automated essay evaluation* (pp. 3–22). New York, NY: Routledge.

Wilson, J., & MacArthur, C. A. (2024). Exploring the role of automated writing evaluation as a formative assessment tool supporting self-regulated learning in writing. In M. D. Shermis & J. Wilson (Eds.), *The Routledge international handbook of automated essay evaluation* (pp. 197–220). New York, NY: Routledge.

Delgado, A.*, **Wilson, J.**, Palermo, C., Zhang, S.*, Cruz Cordero, T.*, Myers, M.*, Potter, A., Eacker, H., & Coles, J. (2024). Relationships between middle-school teachers’ perceptions and application of automated writing evaluation and student performance. In M. D. Shermis & J. Wilson (Eds.), *The Routledge international handbook of automated essay evaluation* (pp. 261–277). New York, NY: Routledge.

- Potter, A., **Wilson, J.**, Roscoe, R.D., Arner, T., & McNamara, D.S. (2024). Computer-based writing instruction. Chapter accepted for publication to C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of writing research* (3rd ed.). New York, NY: Guilford.
- Wilson, J.**, Olinghouse, N. G., & Drew, S. V. (2020). Strategic and meaningful writing instruction. In M. Hougen & S. Smartt (Eds.), *Fundamentals of literacy instruction and assessment: Pre-K-6. 2nd Edition* (pp. 274-297). Baltimore, MD: Paul H. Brookes Publishing.
- Wilson, J.** (2019). Best practices in writing assessment. In S. Graham, C. A. MacArthur, & M. Hebert (Eds.). *Best practices in writing instruction* (3rd ed.). New York, NY: Guilford.
- Wilson, J.**, & Andrada, G. N. (2016). Using automated feedback to improve writing quality: Opportunities and challenges. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on technology tools for real-world skill development* (pp.678-703). Hershey, PA: IGI Global.
- Olinghouse, N. G., Santangelo, T., & **Wilson, J.** (2012). Examining the validity of single-occasion, single-genre, holistically-scored writing assessments. In E. Van Steendam, M. Tillema, G. Rijlaarsdam, & H. Van den Bergh (Eds.), *Measuring writing: Recent insights into theory, methodology and practices* (pp.55-82). Leiden, The Netherlands: Brill.
- Olinghouse, N. G., & **Wilson, J.** (2012). Strategic and meaningful writing instruction for elementary students. In M. Hougen & S. Smartt (Eds.), *Fundamentals of literacy instruction and assessment: Pre-K-6* (pp. 205-224). Baltimore, MD: Paul H. Brooks Publishing.

CONFERENCE PROCEEDINGS

- Huang, Y., & **Wilson, J.** (2025). Evaluating LLM-based automated essay scoring: Accuracy, fairness, and validity. In *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Works in Progress*, 71–83. Pittsburgh, Pennsylvania, United States. National Council on Measurement in Education (NCME).
<https://aclanthology.org/2025.aimecon-wip.9/>
- Chen, F., Veng, S., **Wilson, J.**, Li, X., & Fang, H. (2025). CoachGPT: A scaffolding-based academic writing assistant. In *Proceedings of The 48th International ACM SIGIR Conference on Research and Development in Information Retrieval* (5 pages). New York, NY: ACM.
- Wilson, J.**, & Martin, T. (2015). Using PEGWriting® to support the writing motivation and writing quality of eighth-grade students: A quasi-experimental study. *Proceedings of the tenth workshop on innovative use of NLP for building educational applications* (pp.179-189). Denver, CO: Association for Computational Linguistics.
<https://aclanthology.org/W15-0621/>

REPORTS

Huang, Y., **Wilson, J.**, & Palermo, C. (2023, November). *Findings from analyses of Utah Compose and SAGE data from school year 2015–school year 2019*. A report for the Utah State Board of Education.

Deane, P. D., Roth, A., & **Wilson, J.** (2018, September). *Writing process implementation study: Using computerized formative assessment to improve reading and writing skills for underserved learners*. A report for Educational Testing Service (ETS).

Wilson, J., & Wang, R.* (2018a, July). *Findings from analyses of PEG Writing and Texas state test performance for the Frisco Independent School District*. A report for Measurement Incorporated® and the Frisco Independent School District.

Wilson, J., & Wang, R.* (2018b, July). *Findings from analyses of PEG Writing and Texas state test performance for the Tyler Independent School District*. A report for Measurement Incorporated® and the Tyler Independent School District.

Wilson, J. (2017a, May). *Findings from analyses of Utah Compose and SAGE data for academic year 2014-15*. A report for Measurement Incorporated® and the Utah State Board of Education.

Wilson, J. (2017b, May). *Findings from analyses of Utah Compose and SAGE data for academic year 2015-16*. A report for Measurement Incorporated® and the Utah State Board of Education.

PRESENTATIONS

*indicates mentored UD student author

Wilson, J. (2025, June). Invited **keynote** presentation for the [Evidence-Based Language Learning: Challenges and Implementations of Digital Technologies Conference](#).

Wilson, J., Palermo, C., & Wibowo, A. (2025, October). *Using AWE to measure writing growth among middle school ELs and non-ELs*. Paper presented at the NCME Artificial Intelligence in Measurement and Education Conference (AIME-Con), Pittsburgh, Pennsylvania.

Huang, Y., & **Wilson, J.** (2025, October). *Evaluating LLM-based automated essay scoring: Accuracy, fairness, and validity*. Paper presented at the NCME Artificial Intelligence in Measurement and Education Conference (AIME-Con), Pittsburgh, Pennsylvania.

Wilson, R., & **Wilson, J.** (2025, August). *Bringing AI into the classroom: Real-world tips and tools for preparing undergraduate human services students*. Invited presentation for the National Organization for Human Services (NOHS), online presentation.

Wilson, J. (2025, June). *From Disruption to Dialogue: Ethical and Practical Perspectives About AI in Education*, invited panelist, AiM Higher East Coast AI Conference at UD, Newark, DE.

- Wilson, J. & Follett, J.** (2025, May). *How Are UD Students Using and Thinking About Generative AI?* University of Delaware's AI for Teaching and Learning Work Group seminar series, Newark, DE.
- Wilson, J.** (lead organizer and presenter), Deane, P., Ormerod, C., Palermo, C., & Shermis, M. (2025, April). *A framework to guide development and evaluation of AI-based formative assessment systems*. Coordinated session and paper of the same name presented at the annual meeting of the National Council on Measurement in Education.
- Zhang, F., & **Wilson, J.**, (2025, April). *Predicting ELA proficiency for middle-grade ELL and non-ELLs with Automated writing evaluation*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, Co.
- Huang, Y., & **Wilson, J.** (2025, April). *Leveraging large language models and prompt engineering for automated essay scoring*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.
- Bell, N. S., Desimone, L. M., & **Wilson, J.** (2025, April). *QuantCrit investigation examining representation in special education: Intersectionality and school characteristics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Huang, Y., **Wilson, J.**, & Palermo, C. (2025, April). *Exploring core intervention components in a randomized controlled trial of an automated writing evaluation system*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
- Cruz Cordero, T., & **Wilson, J.** (2025, April). *A mixed methods exploration of writing motivation among diverse adolescents*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
- Wilson, J.** (2025, February). *Is AI the death of critical thinking? An educator's perspective for women leaders*. Invited talk given to the Delaware Chapter of the International Women's Forum, online presentation.
- Wilson, J.** (2024, December). *AI in Education Lessons from Automated Writing Evaluation*. Invited talk given to University of Delaware's Science Café, Newark, DE.
- Wilson, R., & **Wilson, J.** (2024, October). *Is there a Role for AI in Human Services?* Invited presentation for the National Organization for Human Services, online presentation.
- Bulut, O., Ormerod, C., **Wilson, J.**, & Gorgun, G. (2024, September). *Large-Language Models as Evaluators in Educational Measurement*. Invited panel presentation for the 9th International Conference on Measurement and Evaluation in Education and Psychology, Eskisehir, Turkey (online).

- Palermo, C., & **Wilson, J.** (2024, July). *Examining Automated Writing Evaluation Tools*. Invited presentation for the Special Interest Group on Artificial Intelligence in Measurement and Education (AIME) with the National Council of Measurement in Education, online presentation.
- Wilson, J.** (2024, June). *Adopting AI in Management Education: Ethical and Responsible Practices to Enhance Human Skills*. Invited presentation for the United Nations Principles for Responsible Management Education (PRME) 2024 Global Forum (<https://www.unprme.org/global-forum/>), Global Online Conference.
- Huang, Y., & **Wilson, J.** (2024, April). *The Effects of an Automated Writing Evaluation System on State Test Performance*. Paper presented at the Annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Shermis, M., Hellman, S., Firoozi, T., Gierl, M., Wheeler, J., Zechner, K., Lottridge, S., & **Wilson, J.** (discussant). (2024, April). *Recent Innovations in Automated Scoring*. Symposium presented at the Annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Wilson, J. (organizer, moderator)**, Goldshtein, M., Roscoe, R. D., Alhashim, A., Baffour, P., Crossley, S. Wijejumar, K., Zhang, S., McKeown, D., Deane, P., Correnti, R., Matsumura, L. C., Litman, D., Liue, Z., Li, T., Wang, E., & Shermis, M. (2024, April). *Advances in Automated Feedback: Equity, Algorithms, Implementation, and Validation*. Symposium presented at the Annual Meeting of the American Educational Research Association, Division C (Learning and Instruction) Section 1a (Literacy), Philadelphia, PA.
- Wilson, J.** (2024, January). *ChatGPT, generative AI, and the need for AI literacy*. Invited presentation for the Brandywine Rotary Club, Claymont, DE.
- Guidry, K., & **Wilson, J.** (2023, November). *Navigating the AI Landscape: A Framework for Evaluating Assessment Tools in Higher Education*. University of Delaware's AI for Teaching and Learning Work Group seminar series, Newark, DE.
- Wilson, J.**, Grotti, M., & Tanis, K. (2023, November). *AI and K–12 Education: DEveloping a Framework*. Invited presentation to the Delaware Superintendent's Study Council hosted by the Delaware Academy for School Leadership (virtual).
- Potter, A., MacArthur, C. A., & **Wilson, J.** (2023, November). *How do students revise source-based argumentative essays with automated writing evaluation*. Paper presented at the annual conference of the *Literacy Research Association*, Atlanta, GA.
- Rahimi, M., Affifi, S., & **Wilson, J.** (2023, October). *Student engagement with teacher and automated feedback on L2 writing: Case studies on four Iranian English majors*. Paper presented at the *Symposium on Second Language Writing*, University of Arizona, US.

- Wilson, J.**, Desimone, L., Cruz Cordero, T.*, Zhang, F.*, Zhang, S.*, & Delgado, A.* (2023, August). *Applying an evaluative framework for effective formative assessment interventions*. Poster presented [Division 15 - Educational Psychology] at the annual conference of the *American Psychological Association*, Washington, D.C., U.S.
- Cruz Cordero, T.*, **Wilson J.**, Palermo, C., Myers, M.*, Eacker, H., Potter, A. *, & Coles, J. (2023, August). *Writing motivation and ability profiles and transition after a technology-based writing intervention*. Paper presented at the 20th biennial conference of the *European Association for Research on Learning and Instruction (EARLI)*, Thessaloniki, Greece.
- Wilson, J.** (2023, August). *ChatGPT and the Age of AI*. Invited presentation for the Wilmington Rotary Club, Wilmington, DE.
- Hebert, M., **Wilson, J.**, & Chen, D. (2023, July). *Exploring sources of bias in writing assessment: Automated scoring and generalizability theory methodology*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.
- Zhang, F.*, **Wilson, J.**, Cruz Cordero, T.*, Palermo, C., Eacker, H., Myers, M.*, Coles, J., & Potter, A.* (2023, April). *Identifying predictors of middle school students' perceptions of automated writing evaluation*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wilson, J.**, Palermo, C., Myers, M.*, Cruz Cordero, T.*, Eacker, H., Coles, J., & Potter, A.* (2023, April). *Impact of MI Write automated writing evaluation on middle grade writing outcomes*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Potter, A. H.*, MacArthur, C. A., & **Wilson, J.** (2023, April). *Linguistic indicators of source-based writing of developmental college writers*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Cruz Cordero, T.*, **Wilson, J.**, Palermo, C., Eacker, H., Myers, M.*, Potter, A. H.*, & Coles, J. (2023, April). *Middle-school writing motivation: Profiles and transition in response to a technology-based writing intervention*. Poster presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Wilson, J.** (2023, March). *ChatGPT and LLMs: Opportunities for Curriculum Associates*. Invited presentation for Curriculum Associates (virtual).
- Huang, Y.*, Potter, A.*, & **Wilson, J.** (2022, April). *Teachers' perceptions of the validity of an automated writing evaluation system*. Poster presented at the annual conference of the National Council of Measurement in Education, San Diego, CA.
- Wilson, J.**, Potter, A.*, Cruz Cordero, T.*, & Myers, M. C.* (2022, April). *Developing writing proficiency through goal-setting and automated feedback*. Poster presented at the annual conference of the *American Educational Research Association*, San Diego, CA.

- Myers, M. C.*, & **Wilson, J.** (2022, April). *Evaluating the construct validity of an automated writing evaluation system with manipulations of masterwork narratives*. Poster presented at the annual conference of the *American Educational Research Association*, San Diego, CA.
- *Huang, Y., & **Wilson, J.** (2021, October). *Exploring validity of automated essay scoring among English language learners*. Poster presented at the annual *National Council of Measurement in Education Classroom Assessment Conference*, virtual conference.
- *Huang, Y., & **Wilson, J.** (2021, June). *Using automated feedback to develop writing proficiency*. Paper presented at the annual conference of the *National Council of Measurement in Education*, virtual conference.
- Chen, D., & **Wilson, J.** (2021, June). *Applying multivariate generalizability theory to automated essay scoring for English language learners*. Paper presented at the annual conference of the *National Council of Measurement in Education*, virtual conference.
- Wen, H., & **Wilson, J.** (2021, April). *Upper elementary students' metacognitive knowledge about writing and its relationship to writing across genres* [Roundtable Session]. American Educational Research Association, virtual conference.
- Desimone, L., & **Wilson, J.** (2021, April). *Dimensions of teacher professional learning: lessons from formative assessment research* [Roundtable Session]. American Educational Research Association, virtual conference.
- Potter, A.*, MacArthur, C., & **Wilson, J.** (2020, December). *Writing and revising with peer review and technology: Design research cycle 1 evaluation*. Paper presented at the Annual Conference of the Literacy Research Association, virtual conference.
- Wilson, J.** (2020, December). *Teacher use of automated feedback as a scaffold for the writing conference*. Paper presented at the Annual Conference of the Literacy Research Association, virtual conference.
- Wilson, J.**, Fudge, E. M.*, Ahrendt, C. A.*, Raiche, A.*, Reale, H.*, Beard, G. V., & MacArthur, C. A. (2020, April). *Automated writing evaluation: Teachers' friend or foe? Or something in-between?* [Roundtable Session]. American Educational Research Association, San Francisco, CA <http://tinyurl.com/tem25ew> (Conference canceled).
- Wilson, J.**, Huang, Y.*, Beard, G. V., & MacArthur, C. (2020, April). *A research-practice partnership examining the use of automated writing evaluation software: Effects on writing outcomes* [Poster Session]. American Educational Research Association, San Francisco, CA <http://tinyurl.com/v95pjaj> (Conference canceled).
- Potter, A.*, & **Wilson, J.** (2019, December). *Statewide implementation of automated writing evaluation*. Paper presented at the 2019 American Reading Forum Conference, Sanibel Island, FL. **Winner of the of the Graduate Student Paper Award.**
- Wilson, J.**, Huang, Y.*, Beard, G. V., & MacArthur, C. A. (2019, December). *Supporting writing instruction and writing outcomes in the elementary grades using automated writing*

- evaluation software: Results from a district-wide implementation.* Paper presented at the Annual Conference of the Literacy Research Association, Tampa, FL.
- Wilson, J.,** Huang, Y. *, Beard, G. V., MacArthur, C. A. (2019, September). *A research-practice partnerships focusing on automated writing evaluation.* Poster presented at the third annual Classroom Assessment Conference of the National Council of Measurement in Education, Boulder, CO.
- Beard, G. V., & **Wilson, J.** (2019, August). *Automated writing evaluation and feedback: Examining the use and effects from multiple perspectives.* Poster presented at the annual convention of the American Psychological Association, Division 15 Educational Psychology, Chicago, IL.
- Wilson, J.** (2018, October). *Teaching writing with the PEG automated essay evaluation system.* Presentation at the Colonial Technology Conference, New Castle, DE.
- Wilson, J.** (2018, October). *Writing instruction strategies: Grades K-3.* Presentation for the Red Clay Regional Conference for Early Literacy, Wilmington, DE.
- Wilson, J.** (2018, September). *Using PEG Writing to support at-risk and struggling writers.* Presentation for the Colonial School District Inaugural Struggling Learners Conference, New Castle, DE.
- Chen, D. *, & **Wilson, J.** (2018, April). *A generalizability theory approach to the PEG automated essay scoring system.* Paper presented at the annual conference of the National Council on Measurement in Education, New York, NY.
- Thompson, L., & **Wilson, J.** (2017, October). *Increasing writing instruction effectiveness with PEG Writing: Automated Essay Evaluation.* Presentation for the Reading Council of Northern Delaware, New Castle, DE.
- Thompson, L., & **Wilson, J.** (2017, October). *Increasing writing instruction effectiveness with PEG Writing: Automated Essay Evaluation.* Presentation at the Colonial Technology Conference, New Castle, DE.
- Hayes, A., **Wilson, J.,** & Thompson, L. (2017, July). *Improving teacher effectiveness and student writing quality with AEE software.* Presentation at the annual conference of the International Literacy Association, Orlando, FL.
- Wilson, J.,** & Beard, G. (2017, July). *Lessons learned: District-wide implementation of automated essay evaluation software.* Presentation at the annual conference of the International Literacy Association, Orlando, FL.
- Wilson, J.,** Roscoe, R. D., & Ahmed, Y. (2017, April). *Automated formative writing assessment.* Poster presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Roscoe, R. D., **Wilson, J.,** Johnson, A. C., & Mayra, C. (2017, April). *Automated writing evaluation: College student perceptions and future intentions.* Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.

- MacArthur, C. A., & **Wilson, J.** (2016, November). *The reliability and validity of an automated essay scoring program for assessment of the outcomes of instruction*. Paper presented at the annual conference of the Literacy Research Association, Nashville, TN.
- Wilson, J.**, & Czik, A.* (2016, April). *Automated essay evaluation software in ELA classrooms: Effects on amount, type, and level of feedback*. Paper presented at Annual conference of the American Educational Research Association, Classroom Assessment SIG, Washington, D.C.
- Wilson, J.** (2016, April). *Using automated feedback to improve writing quality: Opportunities and challenges*. Paper presented at Annual conference of the American Educational Research Association, Division H (Research, Evaluation and Assessment in Schools), Washington, D.C.
- Wilson, J.**, & Martin, T. (2015, June). *Using PEGWriting® to support the writing motivation and writing quality of eighth-grade students: A quasi-experimental study*. Paper presented at the Tenth Workshop on Innovative Use of NLP for Building Educational Applications, Denver, CO.
- Wilson, J.** (2015, February). *Comparing methods of screening struggling writers*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Wilson, J.** (2015, February). Panel organizer: *Innovative approaches to writing assessment*. Pacific Coast Research Conference, San Diego, CA.
- Wilson, J.**, Olinghouse, N. G., & Andrada, G. N. (2014, April). *Does automated feedback improve writing quality?* Paper presented at the annual meeting of the American Educational Research Association, Round Table for Classroom Assessment SIG, Philadelphia, PA.
- Wilson, J.** (2014, February). *Screening for students at-risk of writing difficulties using dynamic assessment involving automated essay scoring*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Olinghouse, N. G., **Wilson, J.**, O'Shea, K. A., Jagaiah, T., & Troia, G. A. (2014, February). *A framework to evaluate the writing task occasion*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Troia, G. A., Olinghouse, N. G., **Wilson, J.**, & O'Shea, K. A. (2014, February). *Content and alignment indices for educational writing standards and assessments*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Wilson, J.**, & Andrada, G. N. (2013, April). *Examining patterns of writing performance of struggling writers on a statewide classroom benchmark writing assessment*. Paper presented at that annual meeting of the American Educational Research Association, Classroom Assessment SIG, San Francisco, CA.
- Wilson, J.**, & Olinghouse, N. G. (2013, April). *Does automated feedback help students improve writing quality?* Poster presented at the Division of Learning Disabilities Student Poster

Session, DLD Reception, at the annual meeting of the Council of Exceptional Children, San Antonio, TX.

Olinghouse, N. G., O'Shea, K. A., **Wilson, J.**, & Troia, G. A. (2013, April). *Issues related to quantitative indices describing content standards*. VP-Invited graduate student poster presentation (Division H), at the annual meeting of the American Educational Research Association, San Francisco, CA.

Wilson, J., & Olinghouse, N. G. (2012, February). *The use of automated essay scoring for measuring and describing students' growth in writing quality*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Wilson, J., Faggella-Luby, M. N., & Wei, Y. (2012, November,). *Adolescent literacy in alternative education settings: Meeting the challenges of the Common Core*. Invited presentation for the Connecticut Association of Alternative Education Schools, Danbury, CT.

Andrada, G., **Wilson, J.**, & O'Shea, K. A. (2012, Aug). *CBAS research: Leveraging benchmark assessments to promote student learning and achievement. The use of CBAS-Write to identify struggling writers and improve writing skills*. Invited presentation at the third annual Connecticut Assessment Forum, Cromwell, CT.

Olinghouse, N. G., & **Wilson, J.** (2012, July). *Single-genre writing classifications: What do we learn about writers?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Wilson, J., & Olinghouse, N. G. (2012, July). *The use of content vocabulary in writing across genres*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Olinghouse, N. G., **Wilson, J.**, & Neugebauer, S. (2012, May). *Tiered supports for literacy in elementary settings*. Invited presentation for Northeast PBIS Network Leadership Forum, Cromwell, CT.

Troia, G. A., Olinghouse, N. G., **Wilson, J.**, O'Shea, K., Mo, Y., & Hawkins, L. (2012, April). *The Common Core writing standards and state adoption: Are we moving in the right direction?* Paper presented at that annual meeting of the American Educational Research Association, Division L, Section 3, Vancouver, British Columbia, Canada.

Wilson, J., & Olinghouse, N. G. (2012, February). *The use of content vocabulary in writing across genres*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Wilson, J., & Olinghouse, N. G. (2011, October). *Vocabulary characteristics of fifth-grade writers across three genres*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Wilson, J. (2011, August). *Development of written language skills: Instructional considerations for students with autism spectrum disorders*. Invited presentation at the Third Annual Autism Summer Institute at St. Joseph College, West Hartford, CT.

- Wilson, J., & Coyne, M.** (2011, August). *Assessment to inform instruction and intervention within an SRB/RTII framework*. Presentation at the second annual Connecticut Assessment Forum, Rocky Hill, CT.
- Olinghouse, N. G., & **Wilson, J.** (2011, July). *Vocabulary predictors of writing quality and genre elements*. Paper presented at the annual conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Wilson, J., & Olinghouse, N. G.** (2011, April). *Vocabulary characteristics of fifth-grade struggling writers across three genres*. Poster presented at the annual Conference of the Council for Exceptional Children, Washington, D.C.
- Olinghouse, N. G., **Wilson, J.**, & Colwell, R (2011, February). *The relationship between vocabulary and writing quality across genres*. Paper presented at Writing Research Across Borders Conference, Fairfax, VA.

OP ED AND BLOG POSTS

- Palermo, C., & **Wilson, J.** (2023, September 27). [The promise of automated writing evaluation for English learners](#). *Language Magazine*.
- Wilson, J.**, Golinkoff, R., Delgado, A., & Hirsh-Pasek, K. (2023, February 3). [Writing without thinking? There's a place for ChatGPT — if used properly](#). *Baltimore Sun*.
- Golinkoff, R., **Wilson, J.**, Delgado, A., & Hirsh-Pasek, K. (2023, February 2). [ChatGPT is a wake-up call to revamp how we teach writing](#). *Philadelphia Inquirer*.
- Wilson, J.**, & Beard, G. (2018, February). [Three-legged stool for a successful research-practice partnership](#). *Center for Research Use in Education: Rethinking Research for Schools*.

MEDIA RECOGNITION

- WDEL podcast interview with “Pathways to Service” ([June 29, 2025](#)).
- Allaboutcookies.org (2025, June). “Web Builder Statistics: 1 in 3 Have Built a Site, But Most Struggle to Finish.” Expert commentary provided for their study and article. <https://allaboutcookies.org/web-builder-statistics>
- Goldman, S. R., & the CIDDL Team. (2025). “Improving Writing Outcomes for Students with Disabilities with Automated Scoring.” The Center for Innovation, Design, and Digital Learning. <https://ciddl.org/improving-writing-outcomes-for-students-with-disabilities-with-automated-scoring/>
- Partnership for Public Education. (February 12, 2025). “The Role of AI in Writing: Part 2 - Writing Development.” [E4E Podcast](#).
- Partnership for Public Education. (January 23, 2025). “The Role of AI in Writing: Part 1 - Writing Development.” [E4E Podcast](#).
- McKendrick, J. (October 30, 2024). “Put AI Completely in Charge? We’re Not Quite Ready for That.” [Forbes](#).
- Stopyra, D. (2024). “It’s the End of the World as We Know It. Do We Feel Fine?” *University of Delaware Magazine*, 32(2).

- Merrod, A. (January 24, 2024). "5 Factors Shaping AI's Impact on Schools in 2024." *K-12 Dive*.
<https://www.k12dive.com/news/ai-trends-schools-2024/705460/>
- WDEL podcast interview with "Pathways to Service" (October 8, 2023).
- WDEL radio interview with Peter MacArthur (September 24, 2023). "UD professor Wilson talks with Peter MacArthur about the role of ChatGPT in classrooms."
- "AI's impact on education: Delaware professors reflect on its disruptive power, and its potential," (September 5, 2023). [*WHYY NPR*](#)
- "Education Professor Studies How to Use Artificial Intelligence Effectively in the Classroom," (August 24, 2023). [*NBC10 Philadelphia*](#)
- Owens, J. (May 17, 2023). "The Wide New World of AI." [*Delaware Business Times*](#)
- "Teachers are on Alert for Inevitable Cheating After Release of ChatGPT," (December 28, 2022).
[*Washington Post*](#).
- "Writing Test Added to Philly's Selective Admissions Process is Being Misused, Professor Says," (December 21, 2021). [*Chalkbeat Philadelphia*](#).
- "New Philadelphia School Admission Criteria 'Very Problematic,' States Education Expert." (December 2, 2021). [*Press Release from Philadelphians for Excellent Schools*](#).
- Rector, E. (April 4, 2018) "Innovations in Education: Will Automated Essay Evaluation Revolutionize Writing Instruction?" [*MarketScale Education Technology Blog*](#).
- "Automation in Education Technology with Joshua Wilson, Ph.D" (January 19, 2018). [*MarketScale Education Technology Podcast*](#).
- J. L. Brown (June 6, 2017). How U of Michigan built automated essay-scoring software to fill the 'feedback gap' for student writing. [*EdSurge*](#).
- "Computers Grading Writing." (July 23, 2015). Radio interview with BYU Radio's [*Top of Mind with Julie Rose*](#).
- N. Gorman. (July 10, 2015). Researcher looks at benefits of automated essay scoring software in instruction. [*Education World*](#).

UNIVERSITY TEACHING EXPERIENCE

University of Delaware, Newark, DE

EDUC 432: Curriculum for Instruction for Exceptional Learners
EDUC 666: Independent Study: Formative Writing Assessment
EDUC 666: Independent Study: Writing an Ed.D. Literature Review
EDUC 674: Special Education Instruction and Curriculum: Secondary
EDUC 679: Special Education Instruction and Curriculum: Advanced
EDUC 679-660 Online: Special Education Instruction and Curriculum: Advanced
EDUC 680: Educational Diagnosis
EDUC 681: Techniques for Behavior Change and Positive Behavior Support
EDUC 682: Critical Issues in Special Education
EDUC 753: Special Education Instruction and Curriculum I
EDUC 754: Special Education Instruction and Curriculum: Elementary

EDUC 807: Writing Development & Instruction Doctoral Seminar
EDUC 866: Independent Study: Designing Innovations in Automated Writing Evaluation
EDUC 866: Formative Assessment for English Language Learners
EDUC 866: Theories of Reading and Writing Motivation

University of Connecticut, Storrs, CT

EPSY 5115: Writing Supports for Students with Learning Difficulties
EPSY 3120W: Fundamentals of Assessment in Special Education

ADVISING AND MENTORSHIP

MAJOR ADVISOR

Ph.D.

- Fan Zhang (2025). Literacy.
- Matthew Myers (2024). Educational Statistics and Research Methods.
- Tania Marie Cruz Cordero (2024). Educational Statistics and Research Methods.
- Yue Huang (2023). Educational Statistics and Research Methods.
- Saimou Zhang (2023, exited program). Educational Statistics and Research Methods.

Ed.D.

- Mackenzie Shane (Expected 2027). Educational Leadership.
- Jenn Martin (2021). Educational Leadership.
- Bridget Duda (2020). Educational Leadership.
- Lorenzo DeAngelis (2019). Educational Leadership.
- Kelly McVeigh (Exited program). Educational Leadership.

Committee Member

Ph.D.

- Amanda Delgado (2025 expected). University of Delaware, Learning Sciences.
- Maryam Kazemi (2025 expected). Shiraz University, Iran, English as a Foreign Language.
- Andrew Potter (2022). University of Delaware, Literacy.
- Amber Beliakoff (2021). University of Delaware, Learning Sciences.
- Andrew Hurwitz (2020). University of Delaware, Evaluation, Measurement and Statistics.
- Yue Yue Fan (2019). University of Delaware, Learning Sciences.
- Sohee Park (2018). University of Delaware, Literacy Development and Learning Problems.
- Thilagha Jagaiah (2017). University of Connecticut, Special Education.
- Jessica Rodriguez (2017). University of Delaware, Learning Sciences.
- Andrew Petsche (2016). University of Connecticut, School Psychology.

Ed.D.

- Victoria Wysocki (2025, expected). University of Delaware, Educational Leadership.
- Amy Brown (2024). University of Delaware, Educational Leadership.

- Emily Pizzi (2023). University of Delaware, Educational Leadership.
- Aytaged Zeleke (Leave of absence). University of Delaware, Educational Leadership.
- Bradley Thompson (2017). University of Delaware, Educational Leadership.
- Robert Johnson (2016). University of Delaware, Educational Leadership.
- John Bradley (2016). University of Delaware, Educational Leadership.

Other Notable Student Mentoring and Advising

- Yue Huang (Ph.D., '23). University of Delaware, Ph.D. in Educational Statistics and Research Methods. Winner of the 2022–2023 University Dissertation Fellowship.
- Jennifer Martin (Ed.D. '21). University of Delaware, Ed.D. in Educational Leadership. I Winner of the 2020–21 Lydia C. Dunlap Graduate Tuition Scholarship (I nominated her).
- Ally Raiche (B.S. '21). University of Delaware, Elementary Teacher Education program. I facilitated and supervised her funded application to the UD Undergraduate Research Office “Summer Fellows” program.
- Cristina Ahrendt (B.S. '19, M.S. '20). University of Delaware, Elementary Teacher Education program. I facilitated and supervised her funded application to the UD Undergraduate Research Office “Summer Scholars” program.
- Dandan Chen (Ph.D. '18). University of Delaware, Evaluation, Measurement and Statistics specialization. I nominated her for the Frank B. Murray Award that she received Spring '18.

PROFESSIONAL SERVICE

International Grant Review Service

Singapore Ministry of Education, Tertiary Education Research Fund (TRF)	2025
Swiss National Science Foundation (SNSF)	2024
Veleux Foundation, Villum Fonden, Denmark <i>Villum Synergy Program</i>	2023

U.S. Grant Review Panel Member and Ad Hoc Service

US Institute of Education Sciences (IES) <i>Reading, Writing, and Language Development</i>	
Principal Panel Member	October 1, 2020–September 30, 2025
Panel Member	February 2020
IES NCER <i>R&D Center on Writing in Secondary Schools</i>	
Panel Member	March 2019
IES <i>Education Systems and Broad Reform Panel</i>	
Ad hoc Reviewer	2021, 2022

Editorial Review Board Member

<i>AI in Education</i>	Fall 2025–present
<i>Assessing Writing</i>	Spring 2021–present
<i>Gifted Child Quarterly</i>	Spring 2014–2021
<i>Journal of Educational Psychology</i>	Fall 2017–present

Ad Hoc Journal Article Reviews

<i>American Educational Research Journal</i>	<i>Journal of Educational Computing Research</i>
<i>Assessing Writing</i>	<i>Journal of Educational Measurement</i>
<i>Assessment for Effective Intervention</i>	<i>Journal of Educational Psychology</i>
<i>BMC Medical Education</i>	<i>Journal of Learning Disabilities</i>
<i>British Journal of Educational Technology</i>	<i>Journal of Literacy Research</i>
<i>Computer Assisted Language Learning</i>	<i>Journal of Psychological Testing and Assessment Modeling</i>
<i>Computers & Composition</i>	<i>Journal of Second Language Writing</i>
<i>Computers & Education</i>	<i>Journal of Special Education Technology</i>
<i>Computers & Education: Open</i>	<i>Journal of Writing Research</i>
<i>Contemporary Educational Psychology</i>	<i>Language Learning and Technology</i>
<i>Discourse Processes</i>	<i>Learning Disabilities: A Contemporary Journal</i>
<i>Discover Education–Springer Nature</i>	<i>Learning Disabilities: Research & Practice</i>
<i>Educational Measurement: Issues and Practice</i>	<i>Learning and Individual Differences</i>
<i>Education and Treatment of Children</i>	<i>Learning & Instruction</i>
<i>Educational Psychologist</i>	<i>Mind, Brain, & Education</i>
<i>Educational Psychology Review</i>	<i>Psychology in the Schools</i>
<i>Elementary School Journal</i>	<i>Reading and Writing: An Interdisciplinary Journal</i>
<i>Exceptional Children</i>	<i>Reading Psychology</i>
<i>Exceptionality</i>	<i>RELC Journal</i>
<i>Innovation in Language Learning and Teaching</i>	<i>Reading Research Quarterly</i>
<i>Interactive Learning Environments</i>	<i>School Psychology</i>
<i>International Journal of Artificial Intelligence in Education</i>	<i>System</i>
<i>JALT CAL Journal (Japan Association for Language Teaching Computer Assisted Language Learning)</i>	<i>Teaching and Teacher Education</i>
<i>Journal of Computer Assisted Learning</i>	<i>Teaching Exceptional Children</i>
<i>Journal of Education and Learning</i>	<i>Written Communication</i>

Journal Article Editor

Wolbers, K., Dostal, H., Graham, S., Branum-Martin, L., Allen, T., Holcomb, L., & Saulsbury, R. (2023). Writing knowledge, practices, efficacy, interests, attitudes, and beliefs in teachers of the deaf: A randomized controlled trial. *Frontiers in Psychology – Educational Psychology*. <https://doi.org/10.3389/fpsyg.2023.1214246>

Skar, G. U., Graham, S., & Huebner, A. (2023). Efficacy for writing self-regulation, attitudes towards writing, and quality of second grade students' writing. *Frontiers in Psychology – Educational Psychology*. <https://doi.org/10.3389/fpsyg.2023.1265785>

Conference and Program Co-Chair of the Inaugural NCME “Artificial Intelligence in Measurement and Education” Conference ([AIME-Con](#))

2025

Committee Member of the Outstanding Article Award: *Reading Research Quarterly* Committee –
International Literacy Association 2025 – 2027

Reviews for Conferences and Awards

National Council on Measurement in Education, proposal reviewer 2024
Council for Exceptional Children, Division of Research (CEC-DR) 2015, 2017
Reviewer of Applications for the Doctoral Student Scholars Award
Society for Research on Educational Effectiveness (SREE) 2015

Consulting and Advisory Boards

National Conference of Bar Examiners (NCBE) – NextGen Task and Rubrics Advisory
Committee member with expertise on writing assessment and automated scoring 2023

IES Regional Educational Laboratory Mid-Atlantic awarded to Mathematica
Expert consultant on writing assessment and automated scoring 2022–2025

Mathematica

Expert consultant on writing assessment and automated scoring for *Bright Spots in Secondary Writing* initiative 2021–2023

Federally Funded Research

Smith, S. (PI) et al. 2025–present
Project AI-SCORE, Artificial Intelligence Scored Composition to Improve Outcomes for Written Expression. U.S. Department of Education Office of Special Education Stepping Up competition grant to University of Kansas.

Evmenova, A. (PI), Regan, K. (co-PI), & Gafurov, B. (co-PI) 2024–present
Writing Efficiently with Graphic Organizers – Motivating with Educational Games (WEGO-MEGA). US Department of Education Office of Special Education Programs (OSEP) grant to George Mason University.

Mitros, P. (PI), Deane, P. (co-PI), Wylie, C. (co-PI), & Lynch, C. (co-PI). 2021–2025
Validating Automated Measures of Student Writing and the Student Writing Process to Help Classroom Teachers Implement Formative Assessment Practices (R305A210297). ETS measurement project funded by the Institute of Education Sciences.

Service to the University of Delaware (UD)

Co-Lead, [First State AI Institute](#) – [Education Working Group](#) Fall 2025 - present
Member, Faculty Senate Ad-hoc Committee on Artificial Intelligence 2025–2026

Co-facilitator, “AI for Teaching and Learning Working Group”	April 2023–May 2025
Presenter, “ AI-Enhanced learning: A new frontier for foundational courses ” presentation to President Assanis and UD’s Board of Trustees	October 5, 2023
Co-organizer, “AI for Teaching and Learning Seminar Series,” for UD faculty and staff,	2023–2025
Chair and leader of the team that co-authored UD’s “ Considerations for Integrating AI Within Teaching and Learning ”	Feb 2024
Faculty panelist “AI in Teaching & Learning at UD: Update and Discussion with the University’s Working Group” at the 2024 Summer Institute of Teaching, UD.	June 2024
Co-PI UD research team, Ithaka S.R. “ Making AI Generative for Higher Education ”	Aug 2023–June 2025
Faculty presenter: “ChatGPT and Implications for Higher Ed,” a <i>Tech Talk Tuesday</i> event coordinated by UD IT–ATS (IT Academic Technology Services)	January, 2023
Faculty facilitator of a seminar for Center for the “Integration of Research, Teaching, and Learning” (CIRTL) graduate students on the science of teaching and learning (SoTL) via a talk titled: <i>Communicating Effectively about Educational Research</i>	April 2019
Faculty panelist on the “Science of Teaching and Learning (SoTL)” panel, part of the two-day Summer Institute on Teaching presented by UD’s Center for Teaching and Assessment of Learning (CTAL)	May 30, 2018

Service to UD’s College of Education and Human Development

Faculty Speaker at the launch of the CEHD School Success Center	Fall 2022
CEHD Promotion and Tenure Committee member	Fall 2022, 23
Member of CEHD Strategic Planning Committee #4	Spring 2021
College Faculty Council	
<i>Chair</i>	2019–20
<i>Chair elect</i>	2018–19
Presenter of a workshop on data management and data cleaning for the CEHD Education Graduate Students Association (EGA)	April 2019
Task Force on the Creation of an Undergraduate Dean’s Scholar Program	Spring–Fall 2016
Graduate Recruitment Committee member	Fall 2015–Spring 2016
Reviewer of graduate research papers, Steele Symposium, University of Delaware	2015, 2016

Service to UD’s School of Education

Member Promotion, Tenure and Appointments Committee	2025–2026
Member ad hoc Committee on Revising P+T Policy	2024
Program Coordinator: Masters in Exceptional Children and Youth	2020–2024
School Psychology CT Search Committee member	Fall 2022–Spring 2023

School Psychology TT Search Committee member	Fall 2021–Spring 2022
Chair of the Workload Advising Task Force	Fall 2021–Spring 2022
Faculty Affairs Committee member	Fall 2021–present
P+T Committee member	Spring 2021–Spring 2022
Co-chair of the Ad hoc Workload Task Force	Fall 2020–Spring 2021
School of Education Tenure Standards Task Force	Spring 2019
Learning Sciences Search Committee member	2018–19
Faculty Affairs Committee	2016 (Fall), 2017, 2022, 2023 Fall
Ed.D. Program Student Admission Application Review Committee	Spring 2016
Ed Leadership and Policy Search Committee member	Fall 2015–Spring 2016
Committee on Undergraduate Student Education,	2014, 2015
Literacy Development and Learning Problems (LDLP) applicant reviewer	2014–present
Evaluation, Measurement, and Statistics (EMS) applicant reviewer	2016–present
Special Education Program Committee member	2014–present

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Division C: Learning and Instruction

Division H: Research, Evaluation, and Assessment in Schools

SIG: Classroom Assessment

International Literacy Association

International Society for the Advancement of Writing Research

National Council on Measurement in Education

SIG: Artificial Intelligence in Measurement & Education (AIME)